The Education Quarterly

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THE EDUCATION QUARTERLY

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- It seeks to state educational problems; to formulate educational questions of topical interest; to provide well-documented information on educational activities in India and abroad. It ventilates informed opinion on topical educational subjects. The material presented in the journal is objective. The views expressed by individual contributors are their own and do not necessarily reflect the views of the Government of India.

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In

A well documented yet brief write-up on 'Educational Policy of the Kennedy Administration' by Dr. Ulry of the U.S. AID, marks the beginning of the present issue of The Education Quarterly. And this is by way of our modest, though no less sincere, tribute to John Fitzgerald Kennedy—a Crusader for Peace and Symbol of Freedom, Youth and Courage—who was so cruelly cut from our midst in November last. Declarations made by the former President from time to time bear a fair testimony to the genuine faith in and enthusiasm for education, that permeated the Kennedy Administration.

Then follows a symposium on 'Our Language Problem', a subject of much topical interest and some controversy. Prabhakar Machwe, leading the symposium, supports the three-language formula and prescribes 'the will to learn and serve' as the key to learning languages. While common language and script will definitely go a long way in developing national consciousness, our love and tolerance for each other's literary traditions and classics will help, in no small measure, in accelerating this trend. He, however, sounds a note of caution that Hindi or any similar common language is not to be imposed for creating this oneness. And here Irawati Karve following next, joins issue with Machwe; but has something to say for

This Issue

the teaching of English as a compulsory second language—more as a means of knowledge of modern ideas rather than as a literary accomplishment. Kumari Saxena, summing up the symposium, however feels that we are rather late in the day in taking steps to install Hindi in Devnagri script as the official language of India. Giving practical suggestions that may be carried out without prejudice to the development of other Indian languages, she strongly pleads for the replacement of English by Hindi as the federal language, for it would be against our national sentiment and dignity not to do so in an independent India.

The views of the three educationists, divergent as these may be in other aspects, are one in regard to the need for a common language—most likely Hindi, that will sooner or later replace English. And for learning of languages more than one, there can be no two opinions, for is it not said that only if we knew each other's language, many of our problems would be solved ?

'The Advent of Modern Art in India' by Bartholomew introduces more than the usual variety in the contents of the journal this time. From the pre-Independence years and the decade 1940-50 when Indian art was 'blossom bound in soil and rooted to skies', we are fascinatingly taken through mid-fifties in Baroda where modern art emerged, down to the present decade—characterised by the paintings of Husain and Ram Kumar—when 'blossoms are now rooted to the air and the roots bind the soil'. Art as also other creative inspiration, gets momentum through profitable use of leisure. Saha in the article 'Educational Potential of Leisure' therefore, rightly desires education to create in students a mental set-up for enabling them to explore the right type of activities to enrich their body, mind and spirit in their adult life.

The feature articles close with Vedantham's 'Qualitative Determinants of Technical Education'. Academic freedom and facilities for research both for the teachers and students, and other ancillary facilities for teachers in regard to pay-scales, pensions and accommodation etc. determine to a considerable extent the quality of education—more so of technical education.

Latest educational developments at the Centre and in the States, matters of current educational interest both in the country and abroad are covered in the usual features that follow the articles. 'Book-Reviews' give the candid opinions of the experts in the relevant fields for the use of those who would like to keep themselves abreast of the latest literature.

EDITOR

Educational

"A man does what he must—in spite of personal consequences, in spite of obstacles and dangers and pressures. . . ."

THE ABOVE declaration was written by late John Fitzgerald Kennedy in 1955 and expressed so truly his basic philosophy as the 35th President of the U.S. As President, Mr. Kennedy took full responsibility for all decisions of his administration. He had not changed since he wrote in **Profiles in Courage** that "each man must decide for himself the course he will follow. The stories of the past can define that ingredient .. but they cannot supply courage itself. For this each man must look into his own soul."

And so it was with these firm convictions and attitudes that the Kennedy administration sought to improve education on a number of important fronts and in a number of exciting ways. That this administration had a definite programme and plan for public education could never be doubted. The thread of genuine faith in and enthusiasm for education permeated this administration from pre-campaign days through the various State of the Union addresses and to the bitter end—assassination November 22, 1963.

The Kennedy administration early established an educational platform to "run" on. It was based largely on two very important assumptions. Firstly, American young people are our greatest resources for the future. Each of them deserves the education which will best develop his potentialities. Secondly, in this great and noble effort only the Federal Government is **not** doing its part.

Equal Opportunity

To assure that each youngster has an opportunity to develop his potentials, the platform spoke out:

1. "We shall act at once to help in building the classrooms and employing the teachers that are essential if the right to a good education is to have genuine meaning for all the youth of America in the decade ahead," and
2. "As a national investment in our future, we propose a programme of loans and scholarship grants to assure that qualified young Americans will have full opportunity for higher education, at the institutions of their choice, regardless of the income of their parents."[1]

These points were for ever before the public. The **Task Force Report** prepared at the request of the President stated:

"The national interest demands a first-rate system of schools and that every

[1] Party Platforms on Education—Excerpts from the "Democratic Party Platform," *National Education Association Journal*, 49 : 10,0' 60.

Policy of The Kennedy Administration

Orval. L. Ulry

child have full opportunity to benefit from that system. Present standards and facilities must be improved. Millions of children, particularly in certain rural areas and in the great cities, are deprived of an opportunity to develop talents that are needed both for society and for their own lives. The Task Force Committee concluded that first priority should be given to a vigorous programme to lift the schools to a new level of excellence."[2]

In his first State of the Union Address delivered January 30, 1961, (only ten days after he took office) President Kennedy showed his keen insight into the major problems confronting education in the 1960's. He mentioned overcrowded classrooms, undertrained teachers, financial inability of students to continue their education, and the general inadequacies of our colleges to meet the growing demands for higher education. He openly admitted: "we lack the scientists, the engineers and the teachers our world obligations require."[3]

In January of 1962 President Kennedy dwelt at length on the importance of all levels of education when addressing a joint session of the Congress. For example, he declared, "If this nation is to grow in wisdom and strength, then every high school graduate should have the opportunity to develop his talents. Yet nearly half lack either the funds or the facilities to attend colleges.... This nation cannot afford to maintain its military power and neglect its brainpower."[4]

Again in 1963, President Kennedy brought before the Congress in his Annual State of the Union Address the great importance of education for everyone. He stated :

[2] "Task Force Report," *New Frontiers of the Kennedy Administration.* Washington D.C. : Public Affairs Press, pp. 170, 1961.

[3] State of the Union Address, delivered by John Fitzgerald Kennedy, January 30, 1961.

[4] State of the Union Address, ibid, January 11, 1962.

"First we need to strengthen our nation by investing in our youth. The future of any country which is dependent on the will and wisdom of its citizens is damaged, and irreparably damaged, whenever any of its children is not educated to the fullest extent of his capacity, from grade school through graduate school."[5]

Federal Aid to Education

Turning again to the party platform of 1960, we find the Kennedy position both clear and positive with respect to Federal aid to education. The platform states: "American education faces a financial crisis. Only the Federal Government is not doing its part."[6] Conversely then the States and the local communities, the other partners in education, are doing their respective parts. Growth in school population arising naturally from growth in total population added to the increasing public demands for more and better education has tended to rocket the costs of public education. The Kennedy administration implied that these costs have been borne largely by the State and local governments. The administration further implied that these two partners have been exploited, as it were, to the fullest and yet neither educational opportunities nor educational standards are at a desirable level.

The platform was explicit on this issue: "We believe that America can meet its educational obligations only with generous Federal financial support, within the traditional framework of local control. The assistance will take the form of Federal grants to States for educational purposes they deem most pressing, including classroom construction and teachers' salaries. It will include aid for the construction of academic facilities as well as dormitories at colleges and universities."[7]

The platform, in one last bundle, pledged Federal support for all phases of vocational education for youth and adults, for libraries and for adult education, for realizing the potential of educational television, and for exchange of students and teachers with other nations.

The Task Force Reports published and widely distributed in 1961 helped to carry the message of Federal aid to education throughout the nation. The Task Force Committee proclaimed: "State and local governments alone cannot provide the funds needed. Federal support is required." The report recommended, therefore, that action be taken on three fronts: (1) A general programme of support for all public schools to reach a new level of excellence, (2) a special programme for States in economic distress in providing for schools, and (3) a special programme for city schools.[8]

The late President reiterated and strengthened this position on Federal aid to education over and over again. He stated before Congress as early as January 30, 1961: "Federal grants for both higher and public school education can no longer be delayed."[9] By 1962 his plans for Federal aid to education were much more formalized and he admonished the Congress to hear him out on the several specific programmes. For example, he declared, "I shall recommend plans for a massive attack to end adult illiteracy and I shall also recommend Bills to improve educational quality to stimulate the arts and at the college level, to provide Federal loans for the construction of academic facilities and federally financed scholarships." But above all else, he maintained that excellence in education should begin at the

[5] State of the Union Address, by John Fitzgerald Kennedy January 14, 1963.

[6] Party Platforms on Education, Ibid.,P.12

[7] Party Platforms on Education, Ibid. P.12

[8] Task Force Report, Ibid. P. 65

[9] State of the Union Address, Ibid. January 30, 1961

elementary level. In a characteristic moment of confidence he stated:

> "I sent to the Congress last year, a proposal for Federal aid to public school construction and teachers salaries. I believe that Bill, which passed the Senate and received House Committee approval, offered the minimum amount required by our needs and—in terms of across-the-board aid—the maximum scope permitted by our Constitution. I, therefore, see no reason to weaken or withdraw that Bill; and I urge its passage at this session."[10]

The forcefulness, the thoroughness, and the sense of urgency of the Kennedy administration for educational reforms through Federal aid has known no equal. Without doubt he employed every resource at his command to become knowledgeable about education and its problems, to formulate a viable programme and to promote this programme on all fronts. These programmes were not omnibus general aid programmes. They were, instead, combinations of specific proposals designed to accomplish specific objectives. They were designed always with considerable ingenuity to supply Federal funds for projects and purposes in such a way as to preserve State and local control of public education while focusing upon the greatest needs.

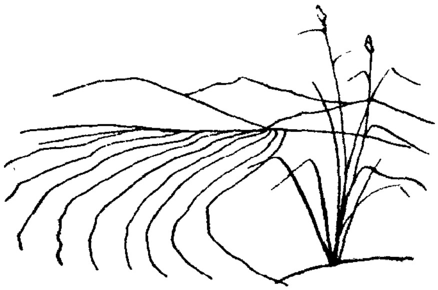
He was firm in his belief that our progress as a nation can be no swifter than our progress in education. He was certain that education is the most profitable investment society can make and the richest reward it can confer.

His sense of urgency is so aptly displayed in his address to the annual joint session of U.S. Congress on January 11, 1962. He declared: "For we cannot afford to wait for another year, or for another approach, or for the day when these problems shall vanish. A child miseducated is a child lost. The damage cannot be repaired. 'Civilization,' ran an old saying, 'is a race between education and catastrophe.' It is up to you in this Congress to determine the winner of that race."[11]

It is fitting perhaps, in light of the tragic event of late 1963 to declare that the proposition above, placed so squarely upon the United States Congress on January 11, 1962, by the late John Fitzgerald Kennedy rings even more true in 1963, 1964 and ensuing years. Regretfully, Mr. Kennedy did not live to see the fruits of his distinguished and vigorous efforts in the broad areas of education. In large measure, the full impact of the education policy of the Kennedy administration remains to be registered in generations to come.

[10] State of the Union Address, Ibid. January, 11, 1962

[11] State of the Union Address delivered by John Fitzgerald Kennedy. January 11, 1962.



our language problem

a symposium

PRABHAKAR MACHWE

SHABADAH SAMAH (Words are for Peace)

THE LINGUISTIC situation in India needs a scientific, dispassionate and realistic approach. Much of our thinking in these matters is coloured by sentimental and romantic wishful thinking, hardly guided by sound reason.

Some Hard Facts

SOME hard facts must be taken into account: the first is wide-spread illiteracy and the tremendous rate of population growth. The recent figures of literacy indicate that the highest literacy is in Kerala (46 per cent) and the Hindi-speaking States have a very low percentage of literacy (Bihar 18 per cent; U.P. and Madhya Pradesh 17 per cent; Rajasthan only 15 per cent). English literacy throughout the country is only 2.4 per cent and that Vice-Chancellors of the majority of universities in the country have declared that they cannot teach pure sciences at higher education or college-level in any Indian language, leave alone Hindi. Even in the four Hindi-speaking States mentioned above, all work is not yet done through the medium of Hindi.

Secondly, the fact which should not be ignored is that we have, through our Plans, entered the age of industrialization and heavy industries, which entails greater mobility of labour and recruiting of an all-India personnel. A kind of melting pot language is bound to evolve out of this situation. The work in Bhilai or Durgapur, Chittaranjan or Sindhri, Bhakhra or Hirakud is not going to wait till a language is newly coined in a

lexican-specialists' or technical translators' office or till the time all workers in these new projects become masters of English scientific terminology.

Thirdly, in a country like ours where oral tradition is literature and mnemonic tradition in education was and still is important, the spoken word has a greater sanctity and sway than the written one in cold print. Word had (and still has in certain circles) a kind of esoteric ring of magic about it. In a hierarchical society where once the learned *gurus* determined the policies and wrote the 'Shastras' exclusive to certain classes and "not to be learnt by *Sudras* and women", in the medieval period Sanskrit and later Persian and still later English remained the language of court and administration, special occasions and titles confirmation etc., this near-history should not be kept out of mind.

With all these in mind today the Indian languages as we know are divided in four groups—the Indo-Aryan, Dravidian, Sino-Tibetan and the Austric (or Hottentot!) *patois* of the aboriginals. Roughly the Indo-Aryan speeches, springing from the now-no-more-in-vogue Sanskrit and Prakritas, include all the North Indian languages and are spoken by roughly two-thirds of the population of our country and the Dravidian four languages with their still continuing unbroken tradition of Tamil are spoken by one-third of the people. A new State like Nagaland has scores of dialects belonging to the Sino-Tibetan groups and twenty-million so-called Scheduled Tribes speak Bhili, Gondi, Toda, Santhali, Munda and such indigenous languages of which a complete and thorough study is not yet fully done. By and large in North India, simple Hindi or Hindustani (as Gandhiji used to call it) is understood by a majority of people, though the house of Hindi is also not a very unified affair. Linguistically Rajasthani and Maithili have little in common though modern Hindi claims to absorb all these styles or sub-languages: Brij, Awadhi, Bhojpuri, Pahari, Malawi, Nimari and so on.

Regional Language

No doubt, a common language and a common script is a great help in integrating national consciousness, but any attempt to force any *'Ein Volk, Ein Sprach'* arrangement smacks of undemocratic imposition. Hindi as a State language should be developed by all means, but it should not be forced; it has to be accepted by the consent of non-Hindi speaking people in the country, who are a majority. In any case, as a student of Indian literatures I know that all so-called regional languages are very rich in their literary tradition and it is impossible that a Tamilian's love for his *Kural* or a Marathi-speaking person's love for *Jnaneswari* or a Bengali's love for his *Baul* songs can be replaced by anything in Hindi or English. So what is to be done is to create equal love and tolerance for Kamban and Kabir, Tukaram and Chandidas, Potanna and Mirabai, Nanak and Basava and so many other great saint-poets and their immortal classics. Similarly the modern Indian student of languages and literatures cannot afford to live in his own narrow provincial walls : he will have to, as an Indian, know about Tagore and Ghalib, Bharati and Vallathol, Virsingh and Bharatendu if he has to know of modern *Indian* poetry. He will not be satisfied by knowing only about Premchand or Hari Narain Apte; he will have to know about Govardhanram Tripathi and Fakir Mohan Senapati and so on, if he wants to develop an all-India consciousness. Today the lop-sided situation is that one who writes in English and gets fortunately a publisher abroad, becomes much more important, even if he is a one-book writer than a life long worker and master of a powerful pen in any Indian language. This picture needs re-hauling.

If There is Love

So, in conclusion let me repeat my personal views (and they are not necessarily of the institution, Sahitya Akademi, in which I work) that I am a supporter of the

three-language formula. My mother tongue is Marathi, I mostly write in Hindi (some thirty books including an 18,000-word English-Hindi Lexicon of Administrative Terms published in 1948 are to my credit) and I had been teaching Philosophy and English Literature in a college in India for eleven years and for two years in the U.S.A. subjects like higher Hindi, Modern Indian Literature, Indian Renaissance and Mahatma Gandhi and Bhakti in medieval Indian poetry in two universities (Wisconsin and California) through the medium of English, rather American English. I learnt Bengali to read Tagore and Saratchandra in original. I learnt Gujarati when I was working in Majur Mahajan (National Trade Union) at Ahmedabad; I learnt Urdu in Sevagram Ashram where I had the great fortune to live for a while and I learnt Punjabi while working in All India Radio. If there is love, there the way—what is needed in learning languages is a little will to serve and learn. Mere *Wille Zur Macht* (Will to Power) will not do. If one exerts a little and knows Sanskrit, the North Indian languages should not be a problem; they have so much in common. Even the four South Indian languages are not so dissimilar : Tamil and Malayalam, Telugu and Kannada, sometimes Tamil and Kannada have much in common. This commonness of vocables and even phonemes has to be stressed, but the identity of each Indian language has to be respected. That is the only way in a democratic set-up to develop the languages. English will have to be eventually, but gradually replaced by Hindi or a future common language similar to Hindi. But for that all sides will have to put in a little bit of sacrifice, including, the Hindi-wallahs.

IRAWATI KARVE

In people's life one cannot keep the educational entirely free from the other aspects of life. Education is a system of communications. What we communicate and how we communicate is determined by the overall aims and value systems of a society. The type of education we want to give will depend on what we want ourselves to be as a nation and as a part of the humanity. To the extent that our aims and values are blurred, our efforts in different social actions will be haphazard. It is not possible, nor perhaps desirable, in a democracy to have clearcut, uncompromising values held by all, but one can achieve some kind of a working agreement on major issues and then go on arguing about others. The following scheme is not given in a spirit of an uncompromising value judgement. The author is aware that it is a compromise reached because of the conflicting claims of educational and national values.

Oneness Not to be Imposed

We are a new nation, which has become one through the historical accident of being a unit in an imperial monarchy. During the imperial days India which was administered as one political unit has now split into two units. The lessons of this split must never be forgotten. We had taken as one that which had not become one. The new found unity is something to be valued, something to be nurtured. Our need to be one must not be exploited to impose uniformities on all populations. We want a language for inter-

communication, but we must not forget that possession of one language does not necessarily lead to unity. Austria does not wish to be one with Germany; America revolted against the colonial yoke of the British in spite of the identity of language. The nurturing of unity must be through respect for one another's way of life, ways of speech and skin colour, also through striving for the common good. There must be a conviction among all members of the federation that being together would lead to greater security and prosperity for each. In this context, giving preference to one language which is the native language of some States would make the other units feel that they are being discriminated against. If the examinations for entrance into federal services are taken in that language or the federal administration is conducted in that language, it will give a natural (unnatural?) advantage to the native speakers of that language. The capital of our country through a historical accident is situated in the north and those far removed from this political and administrative centre feel that thereby they are at a disadvantage. It will not do to create conditions by which such feelings are increased. This consideration seems to be non-educational, but on deeper thought it will be seen that it is essentially a problem of communication. What we want to communicate is a sense of oneness based on mutual help, tolerance and understanding. We do not definitely want a oneness imposed by the more powerful sections or the more numerous groups in the name of democracy and nationalism.

Need for Creative Thought

As a nation we want to know all that modern science and technology have achieved and we want to take part in the creation of new knowledge and new technology on terms of equality with the most advanced.

Not so long ago we were ourselves quite in the first rank of those who had creative thought, who created material goods of utilitarian and artistic value. We lost this lead some centuries ago. We are still one of the backward nations, but our hopes are high because we have persons among us who have not only understood modern science but have contributed to it in a creative way. We feel that once creative thought is made available to us, we can make it our own in our own peculiar way and we can then chalk out our path in science, technology and social action in cooperation and in community with others and yet independently.

It is this need that creates the peculiar difficulty of the language problem. There is also another factor which has added to it. Since independence, more and more people are seeking education. The new trends in education have made it possible to take high school education in one's own language and avoid subjects like mathematics and sciences. These very people, who take a school leaving certificate, then wish to join colleges and study science courses like geology, biology including botany and zoology leading on to medicine, sometimes chemistry. They think that these sciences can be studied without mathematics or without any training in scientific thought and method previously. Not only natural sciences, but even social sciences are getting more and more involved in mathematics and it is rank folly for any nation to dream of doing creative work in these fields without mathematics.

Mother Tongue Best Instrument for Thought Transmission

On the one hand we have ambition as a nation to have scientists and technologists of international standards; on the other hand there is the opportunity for the masses to take education, which they could not do up to now. Educated masses is a primary need of democracy. So, both these aims are legitimate and equally important. As a principle of communication one can safely say that the mother tongue of the pupil is the best instrument of transmission of thought processes. Does this

mean that each region is to teach only through its own language? How can the regions come together at the Centre? What about communication between regions and between India and the rest of the world? We must devise ways to fulfil these different desires of ourselves as a nation. In the high school pupils should be taught through their mother tongue, but English should be a compulsory language to be taught from the 5th standard onwards i.e. for seven years.

Why to Teach English?

THE teaching of English is necessitated by three needs: (i) The need to make available to pupils the knowledge of science and technology; (ii) the need of India to communicate with the rest of the world; and (iii) the need to communicate with other Indian regions.

Some words more are necessary about these three needs. As regards the first, what a teacher teaches now is very inadequate because he learnt it in books which rapidly become obsolete; because he himself rarely works in the field, he is not often aware of the new trends. And lastly, because what he has learnt through English, he is translating into his language usually very inadequately. The dilemma of the inadequacy of the teachers and the obsolescence of the textbooks is the real difficulty. The teacher lectures and the student listens and takes notes. A knowledge of English and a supply of good books at all levels will fill this gap and make teaching a two-way process. There will arise a large number of pupils who have the ability and possibility of peeping into the larger world of knowledge. These budding Columbuses will demand more and more from their teachers and they in their turn shall not merely be us—the obsolete generation—but the great pioneers who are making new discoveries. English translates the scientific work of the rest of the world. It would be better if we could know more languages, but a historical accident has put us in possession of this road to modern science and we must make use of it. It also translates the domain of ideals and social thought of the rest of the world and whatever our leaders talk about democracy, socialism, communism and private enterprise are words and ideas learnt through the English language. In making English the compulsory second language in all high schools, we make it available to all pupils. We open to our younger generation a wide world. Today, though lip service is paid to Indian languages, the children of the senior civil servants and richer people are sent to English-medium schools, where the fees are beyond the means of ninety per cent of the population. Access to English is not merely access to knowledge, but is an access to power and by banishing it from the general school system we are perpetuating the entrenched classes of today into the positions of advantage they possess. English can serve the double purpose of being a road to world thought as also a road for internal communication.

One more word on the subject of this compulsory English. It should be taught as a means to knowledge of modern ideas and *not as a literary accomplishment.* The literary bias which the teaching of English has had up to now must be changed. Those who want to study the great literature may study it in colleges as a special subject or at home as matter of personal liking but English as taught in schools must be of a different type. Here again the great difficulty is us, the older generation, who had learnt it in a different way. But language teaching has advanced and we may get enough help to revise our courses in English.

Need for a Common Language

SHOULD all teaching be through the mother tongue? For sometime to come, definitely not; perhaps never. We must have certain spheres where a common language is used. This makes for keeping uniform standards; this enables federal examinations to be held in a single

medium, and what is of importance is that it makes possible occasional meetings and exchange of ideas with colleagues. In a university, the number of teachers specialising in a particular branch is very few. On this account the scope of exchange of ideas is very limited. Therefore, at the higher stages of university teaching, professors and pupils should be able to circulate freely from one university to another. Professors of different universities should be guest teachers. This provides to the student a breadth and variety in learning which we cannot now provide.

What is this higher stage where the university student enters a wider, all-India universe? I would set it at the B.A. examination.

A time may come when we do not need to teach through English, when we shall have developed our own common language, whatever it might be. At the higher stages the common language should be the medium of instruction and there should be a free flow of pupils and teachers between Indian universities and, if we can afford it, between Indian and foreign universities.

Link with the Past Essential for Oneness

In education, we want to be familiar with our own heritage. We want to keep our ownness, we want to remember our ancestral cultural heritage, which is great. The whole of the western world, though Christian, acknowledges the ancient world of Greece and Rome as its cultural ancester. Our own link with our own past is tighter and more alive. I plead that we keep in touch with it not from a religious point of view, but from a cultural point of view. The magnificent world of the epics and the classics and what came after them is our own and we must never let it go. It is they and their spirit which is the one tenuous thread of our unity. I have seen children in India, who have gone to English-medium schools, utterly devoid of knowledge of their past. They cannot adopt the western culture and they have lost their own. This cultureless, rootless crowd of bright youngsters is a sad phenomenon. To guard against this, to stand truthfully by our democratic declarations, I would suggest that all primary education for the first five years be through one of the languages native to India. Nobody should be allowed to take primary education through any other language foreign to this soil. Even the Anglo-Indians, who call India their land should agree to this because in doing so they will learn the language and culture of the region in which they find themselves. This suggestion should be agreeable to them especially in view of the special position given to English in the high school. There may be English medium high schools, but not primary schools. As for the study of Sanskrit, I think that Sanskrit literature, story, drama and philosophy have been brought into the modern Indian languages by writers dating back to the 13th century. We need not make Sanskrit compulsory to pupils. I think however that learning Sanskrit should be encouraged and should be offered some special inducement.

No Date-line for Hindi

As regards Hindi, I expect it to be the common Indian language at some future time. We should neither fix the date line nor the nature of that Hindi which is going to be the common language. It would be better if non-Governmental agencies help to spread Hindi. One such agency which is doing it most effectively today is the cinema. Perhaps Hindi purists do not like that type of Hindi, but may I suggest that the type of Hindi which ultimately becomes the people's language should not be the concern of purists and pundits.

S. SAXENA

ONE OF the major problems India had to face on attaining Independence was that of the national language. "Language forms men more than it is formed by them", says the famous German philosopher Fichte, and this applies more to a lingua franca than to any other language. The national language embodies and represents the national character of a people. It is a symbol of national unity and solidarity, and the vehicle for the preservation and enrichment of national culture. None of the major Indian languages, each rich in its own way and spoken by millions of people, was in a position to make undisputed claim to being the lingua-franca, and only after prolonged and most heated controversies was Hindi elected to be the federal language of free India, being the language of the majority. At least 42 per cent Indians spoke Hindi or its allied dialects, and it was understood by many more. Hence, Articles 343 and 344 of our Constitution provide that Hindi written in Devnagri script will be the official language of India though for fifteen years English will continue to be used.

Hindi Makes No Headway

CONSTITUTIONAL provisions by themselves do not solve problems, nor have they done so in the present case. During the fourteen years since the enforcement of the Indian Constitution, little headway has been made towards making Hindi the federal language of India. Our Prime Minister has said unequivocally time and again that English will continue to be used as the associate official language till the non-Hindi speaking people are ready and willing to change over to Hindi. No one seems to know exactly when will that be and what is more, Hindi has not yet received the status even of our associate federal language to any big extent.

To my mind it appears that we have not yet adopted a sufficiently definite policy to replace English by Hindi as a federal language in any near future. The implications of having accepted Hindi as the federal language are many and far reaching. It has to be the language of our legislatures and courts, our embassies and consulates, our national institutes of art, science and culture. It has to serve as the language of inter-State and inter-university communication, and as medium of the diverse all-India services. Briefly speaking, it has to be the language of our top leadership in all spheres such as political, educational and technological. What preparations are we making to install Hindi in the desired position or to enrich it to meet successfully its diverse and delicate assignments? What steps are we taking to materialise the provisions of our Constitution even in thirty years instead of fifteen?

The Secondary Education Commission Report of 1953, popularly known as the Mudaliar Commission Report recommends the compulsory teaching of Hindi during the lower secondary or the senior Basic stage, that is, during the years 11 to 14, and it goes on to say:

"At the end of the Lower Secondary or Senior Basic Stage, it should be left to the pupil concerned to continue the study of one or the other of two languages, viz. Hindi and English, and to take a classical language at the High School or Higher Secondary Stage should he so desire".*

The report seems to overlook the fact that students going in for secondary and then higher education will be those who will later form the secondary and primary

*Report of the Secondary Education Commission, p. 72, Ministry of Education, Govt. of India, 3rd Reprint 1956.

leadership of the country. The study of Hindi as a second language for a short period of three years during the lower secondary stage would give them nothing but a smattering of the language, and unless they continued its intensive study for at least another six years, i.e. up to the standard of graduation, they could not possibly attain the proficiency to use it as the federal language. This study will perhaps have to be continued even at the post-graduate level specially in view of the fact that it is the university educated *elite* who will hold the highest and most responsible offices in various spheres; who will be our law and policy makers, our educationists and philosophers, our science and industry magnets.

One only has to ponder over the practical implications to visualise the magnitude of this problem. Not many of the educated older generation today who had English not only as a second language throughout the secondary stage, but also as the medium of instruction at the secondary and university stages have the proficiency of expressing all shades of feelings, thoughts and ideas in that language. How could the same be possible in Hindi if studied only as a second language for three or even six years ? Surely Hindi is closer to our masses being a sister-language to several other Indian languages all of which derive from Sanskrit. But even as such it needs to be fully mastered before it can be used for the many extremely responsible purposes which a federal language must serve.

Recommendations of University Education Commission

THE University Education Commission Report of 1950, also known as the Radhakrishnan Commission Report, has evidently delved deeper into the problem. While admitting that in view of providing equality of educational opportunity to all major linguistic groups the problem of medium of instruction was one of its hardest nuts to crack, it suggests that the medium at the university stage as at the elementary and secondary will have to be the regional language. However, to ensure for Hindi the status of the federal language it clearly states :

"We should like to see the introduction of the federal language in all schools at the secondary stage, and the teaching should be continued at the university. This will ensure a general knowledge of the federal language of use for all practical needs. In addition, for those who desire to attain greater mastery over the federal language, facilities should be provided for intensive study."[1]

And with admirable awareness of the pros and cons, the Commission further suggests :

"that universities should have the option to use the federal language as medium of instruction either for some subjects or for all."[2]

Hindi As the Medium of Instruction

THIS seems to be the most reasonable approach towards the solving of the present problem, though perhaps another would be to have Hindi, the federal language, as the medium of instruction in all educational, scientific, technical and technological institutions above the higher secondary level. For real mastery in a language can only be obtained by using it as medium of instruction and expression in different branches of learning and different walks of life. And only by being thus used can a language be enabled to play its vital role as a lingua franca.

I am not unaware of the fact that by venturing to suggest Hindi for the medium of instruction at the post-secondary stage, I am getting into a hot-bed of controversies and perhaps arousing sharp dissent and even resentment in many quarters. It will also certainly be thought too presumptuous for an ordinary student of education

1. The Report of the University Education Commission, pp. 321-322, Govt. of India Publication—1950.
2. *Ibid*, p. 323.

to voice this opinion in contravention of the decisions taken by several eminent educationists, commissions and committees to the extent that the medium in the universities should be the regional language. This is apparently the only solution that could be easily acceptable to the majority, and do justice to the principle of equality which a democracy cherishes. It has, however, certain limitations which cannot be overlooked. Because as and when that stage is reached where each Indian university will be teaching through its own regional language and will have done away with English as the medium, the people of different provinces will probably stand more isolated from one another than ever before in the recent past. The exchange and movement of teachers and students from one university or college to its, counterpart in another province will be rendered extremely difficult. Elementary knowledge of Hindi attained during the secondary stage may suffice for simple and routine inter-communication between the provinces, but will surely not permit any deeper and fuller intercourse between the seats of learning. Whatever the demerits of English having been imposed on us as the medium of instruction by a foreign government, the fact cannot be denied that it did help to forge a certain unity and solidarity which has been rare in this country. Can we afford to let this unity be shattered simply because Hindi as medium at university level is likely to cause some shortlived disadvantages and difficulties? Is the division of our educated *elite*, our intelligentsia into linguistic groups in any way going to help the emotional and national integration which, we all agree, is a condition of our existence as a nation?

Even from the practical view point, it should not be difficult to change over to Hindi medium at the university stage if Hindi has been studied as a compulsory subject during the secondary stage. This arrangement has worked in case of English, and should work a little more easily with Hindi. The money and energy that have to be expanded to replace English by the regional language in each university will pay much richer dividends if channelled to changing over to just one common language. This arrangement should neither hamper the development of the other regional languages, which will not only be taught compulsorily in all Hindi-medium secondary schools, but for which chairs can be established in all universities of that particular region.

The objection will be raised that if in other multilingual countries, each university can use its own regional language without precipitating national disintegration, why must we suffer from such a phobia and not do the same? If this has been possible in Russia, why not in India? The answer is not far to seek. In an autocratic form of government there are many devices of forging nationalism and national unity which a democracy will not employ. We count on nationalism which emerges only from common culture and common faith, common aspirations and common bonds. A common language would go a long way in helping the fulfilment of this goal.

Moreover, it must be borne in mind that each country has its own special circumstances and background and decisions cannot profitably be taken in disregard to these. The principle of linguistic equality for each of its 16 Republics was adopted in Russia only after the 1917 revolution. Heretofore, that is, during the days of the Russian Empire and even after the revolution of 1905, Russian was the only official language throughout the Empire, and "the whole public system of education maintained by the central and local authorities was in Russian."* As such, the Russian language was surely much more common to all citizens of the U.S.S.R. than Hindi is to Indians; Hindi never having had the same status in India as Russian had in Russia. Then again, Russian is spoken and understood by about 76 per cent of the population and Hindi by only about 42 per

* Hans, N. : Comparative Education, p. 55, Routledge, Kegan Paul Ltd., London, 1958.

cent. It follows therefore that much more attention and impetus needs to be given to the development and popularization of Hindi than was ever necessary for Russian as a federal language.

However, returning to the more moderate suggestion made by the University Education Commission that the regional languages be the medium of instruction at the university level, there still remains some hitch for the non-Hindi people. Since for at least four of the Indian provinces, viz., the U.P., M.P., Bihar and Rajasthan, Hindi is the regional language, all instruction in these provinces will naturally be through the medium of Hindi, though to bring things on a par, the students here will have another Indian language as a compulsory second during the secondary stage. Nevertheless, in matters of all-India competitions and services, as well as the federal services, the people from these provinces are sure to be at an advantage when Hindi becomes the federal language. This seems to be the main reason, and a genuine one for that matter, why the non-Hindi people would rather retain English indefinitely than change over to Hindi.

It would be against the national sentiment and dignity, however, to continue the use of English as the federal language of independent India. The problem, no matter how complex, must be faced boldly and squarely. Smaller hurdles and obstacles have to be overcome, and narrower interests to be sacrificed at least for the time being, in the broader interest of developing the federal language which ultimately must become the lingua-franca of India, and the guardian of its composite thought and culture.

When the aims and objectives are clear and definite it is never too difficult to design ways and means. If we are really serious about having our own federal language, Hindi has to be made a compulsory language in all Indian schools throughout the secondary stage, i.e., from classes VI to XI or XII. As a matter of expediency, it would be better if it could be started even earlier, say from class III of primary schools. Children can and do more easily become bilingual as compared to grown ups, and it would not mean much strain to them to start learning Hindi when they have already learnt the fundamentals of their mother-tongue in classes I and II. Starting Hindi from class III would also be expedient in view of the fact that for some time to come, English also has to be taught compulsorily in majority of the secondary schools and has hence to be started latest from class VI. The Hindi-speaking pupils will similarly learn a second Indian language right from class VI or III, as the case may be. This programme will thus be a great fillip to the growth and development of not only Hindi, but all the 14 languages recognised in our Constitution. This will also bring the Hindi and non-Hindi speaking sections closer to each other and go a long way in promoting the much talked about emotional integration.

Then again, as suggested by the University Education Commission, the facilities for more intensive study of Hindi should be provided in all universities to enable those who wish to attain the desired proficiency in this language.

As suggested by late Dr. Panikkar, the eminent educationist, in the annual Vice-Chancellors' conference held at New Delhi from 11th to 13th October, 1962 it would be highly desirable that the Central Government have at least one Hindi-medium university in each non-Hindi province. This will not only promote the cause of the federal language, but what is more, facilitate better inter-provincial contacts at the university level. We cannot overlook the need that Hindi must sooner or later replace English as the link-language, and the universities having Hindi as medium will have an important role to play in the achievement of this goal.

Devanagari Script

The suggestion recently made in this connection by the Sampurnanand Emo-

tional Integration Committee needs to be critically examined before being implemented. The teaching of Hindi through the Roman script, or the scripts of the different regional languages as an interim measure will perhaps mean only an unwarranted waste of time, money and effort. Devanagari being a most phonetic script can be learnt easily and in a short period of say, two months, by any literate minor or adult. Hindi in Devanagari script will be much more conveniently learnt in most parts of India than Hindi in Roman script which will present not only the problem of spellings for the learners but also that of the production of such books by the government. This suggestion will perhaps be more useful when we have to place Hindi on the international language-map.

This discussion of the language issue cannot be closed up without at least a brief mention of the Official Languages Bill which was introduced in the Parliament on the 13th of April, 1963. The need for the introduction of this Bill seems to have arisen due to two main reasons; firstly, because Hindi has not grown sufficiently during the last 14 years to be able to replace English after 1965, and secondly, because the existing emotional climate in the country is far from favourable to any such changeover in near future. The Bill provides that English should continue to be used as an associate federal language after 1965, and that ten years later a Parliamentary Committee be appointed to review the progress made by Hindi. The interesting thing about this Bill is that it is equally unpalatable to both the Hindi and the non-Hindi groups in the Parliament and in the country. The protagonists of Hindi feel that it is giving an indefinite lease of life to English and is thus undermining the interests and importance of Hindi. To the other group, this Bill amounts to an imposition of Hindi over the non-Hindi speaking people and contravenes the assurances given by Prime Minister Nehru. On impartial observation, however, the Bill would seem to be, as one M.P. has pointed out, an honest approach to strike a compromise. The writer's feeling, which perhaps voices that of many others, is that it would have been better if a reasonable period had been specified for the use of English as an associate language. Unless we set a definite goal and strive heart and soul for the attainment of the same, the chances are that the position of Hindi may be little better ten years after 1965 from what it is now.

The linguistic problem of India in general, and the federal language in particular needs to be solved objectively, dispassionately and with foresight. Any hasty step taken without fully considering the pros and cons may be detrimental to the cause of the country. It is a matter to be decided through the joint and serious deliberations of our educationists, administrators, and policy makers for on this depends to a big extent the progress and prosperity of our infant democracy.*

*This article was first published in **Educational India**, Masulipatam, in July, 1963.

The Advent of Modern Art In India

RICHARD BARTHOLOMEW

THE ARTIST is interested in humanism, not socialism. Man is his metaphor, not government. And the artist has this subject and this only: man, the primary environment of mind, and mind, the hinterland of nature. The true artist knows but does not really care that in the realm of art no man is created equal. It is therefore foolhardy to relate the independence of the human spirit, particularly the kind of independence the artist insists on and asserts, with the realisation of national emancipation. The true artist is a free man.

At the height of the freedom movement in India, the great lyric-poet Rabindranath Tagore, unmistakably a patriot and a nationalist, started to paint pure expressionist pictures at the ripe age of 68 and, to the embarrassment of many, contravened the aesthetic principles of the Bengal school of painting. The images of flame and light, and the recurring cluster of interchangeable symbols, of the tendril, the flame, and the serpent, blossom in the paintings of Tagore into lamia-like women and the celestials of the inner shrine. They are a poet's visions: they are Klee-like, Blake-like and Tagore-like. They have a Romanesque and a medieval quality, and they also have qualities of mystery and imagination that are perennial and modern.

The Indian artist, like his counterpart elsewhere today, explores the kind of reality which has been made significant and verifiable by Freud, Jung and Adler but which is expressed also as experience and data in the insights found in higher Vedantic culture and in Buddhistic physio-psychology where the Indian artist has had a fair chance to express himself "himselfedly", *i.e.*, as an actor integrated with his time, he explores the wealth of imagery preserved as indigenous art. The cultural past need not be a kind of cultural quotient. To the artist it is a vital memory. This corpus of imagery includes the imagery of painting, sculpture, literature, and the inescapable imagery of nature. Nature, to the artist, is part human and part environmental. There is society and community at one end, and geography and locale at the other. The two true archives for the artist are : his imagination, and the imagination of other artists. And art forms can emerge from both an interior and an exterior view of art, from the standpoint of the individual, that is, from his vision, and from his survey, from his relation to the horizon, geographical and cultural. What is between these two experiences—which are one for the great master, and we are waiting for the genius of the age—is human experience, the body-brain complex which must be analysed and controlled to aspire to the condition which Mr. T. S. Eliot terms "the gradual extinction of personality". The extinction of personality can mean the acquisition of *avant garde* humanism (plastic necessity), internationalism (technical up-to-datedness) and universality (nationalism as natural man). But the extinction of personality can and does mean, for us here and now, the mustering up of courage to be non-Indian and un-European by a kind of acceptance.

To put it bluntly but in the form of a metaphysical image in the pre-Independence years and in the years that followed Independence, in the decade 1940—50, Indian art was blossom bound in soil and rooted to the skies. There was an awareness that Indian art had to be Indian in character

but without shibboleths and self-salaaming. There was also the knowledge that the art of the West was a force to be reckoned with and assimilated. A One-World, United Nations' Charter choice of freedom became evident not as escapism but as the acceptance of the inevitable. This produced two reflexes : the material aim, to paint for the modern interior; the aesthetic ideal, to see far and wide but with as much of India as was possible at the back of one's mind. Oil established itself as a medium, and expressionism, so close to the national genius, was the primary mode. After the wave of the influence of the Post-Impressionists, the mystiques of Gauguin and Van Gogh, in the pseudo-transitional period when the art schools were becoming 'modern', there came the discovery of German expressionism, and its reformation followed by the merger in the general aesthetic mind of Indian sculpture, and the Indian dance, Indian musical modes, folk iconography, manuscript illumination and the return to the intenser lyricism of the Kangra school of miniature painting. Dance and sculpture provided the basis of the figure's stance; the musical modes or *ragas* provided a scheme of colour; folk iconography suggested a kind of primitive pictorialism, manuscript illumination presented the principles of compression, of mystique and magic, and the return to Kangra painting, even an instinctive survey, provided the poetic context : "Thou still unrevished bride of quietness ! Thou foster-child of Silence and Slow Time".

When India became independent in 1947 all the major artists now practising—Mohan Samant, M. F. Husain, Raza, Newton Souza, Akbar Padamsee, Satish Gujral, Ram Kumar, Krishen Khanna, V. S. Giatonde—were hardly known. Except for Husain and Raza they were all near the periphery of the art schools. The Tagore legend in painting was not always supported by Tagore archives and I dare say that the recognition of Tagore as an artist at home has been consolidated by the advance of Indian expressionism. But the legend was vital. Indian artists chose to accept the greater freedom of Tagore and all worked counter to the dark, backward and abysm of time the Bengal school in actuality, represented. By 1947 two of the great pioneers had died, Amrita Sher-Gil in 1941, and Tagore, too, in 1941. They both have separate rooms now in the National Gallery of Modern Art, Jaipur House. So does Jamini Roy, another pioneer. It is good to see them in perspective. For then we will appreciate why contemporary Indian art is what it is today.

Born of a Sikh father and an Hungarian mother Amrita Sher-Gil learnt painting in Paris. She absorbed academism and post-Impressionism and was influenced by Guaguin and Modigliani and Bruegal (I believe). When she returned to India the Indian locale and the people fascinated her, their dark complexions, and the clear tones of the garments they wore. Panjabi village scenes, the girl brides, the hill folk of the North, and the brahmins of the South were all subjects waiting to be painted. In the North she anticipated, and advented, the invasion of the school of Paris. She simplified her expression towards the end of her brief life (she died at 28) as she came under the influence of Kangra painting. She stressed structure of line and form and selected colours that communicated (without quite representing) the Indian spectacle. Instead of being literary as Ravi Varma had been before her, instead of drawing her subjects from mythology and history, she enriched her experience of sight with the visionary quality of Pahari painting. She managed to modulate colour without having to model; she rejected chiaroscuro, she re-instated the vital line. I think the first master she rejected was Gauguin; then Modigliani. She had absorbed their influences, and Indian poetry absorbed her as she entered the Kangra classical period, represented by "Elephant Promenade" and "Siesta".

From Bengal came folk art revival which was stronger in impulse than Ajantaism. The pre-Raphaelitism of the Bengal school found its powerful opponent in Jamini Roy whose flexed rhythmic line, compressed configura-

tions, flat colours and folk iconography stimulated insight and vision. It is interesting to note that Jamini Roy at the beginning painted academic portraits and impressionistic landscapes that have no relation whatsoever to his tempera Christian and Bengali icons painted almost like the designs of stained-glass windows. Between the world of Gujarati manuscripts in the west and folk iconography in the east, the temple sculpture and temple dances of the south, and the classical, poetic, lyrical miniatures of the hill painters of the north, Indian contemporary Indian painting grew from strength to strength.

II

The processes of assimilation and of exploration went on during the forties and by the fifties, in Bombay, Madras and in Delhi, and by the mid-fifties in Baroda, there emerged competent and eloquent modern art, modern in manipulation and plastic in accordance with the dynamics of the medium, oils. A new generation of carefully trained young artists was born.

Tempera and watercolours, associated with the Bengal school and with pretty-pretty stuff, or with the British school type of landscape painting, declined in favour. Graphic art, in all its branches—the lithograph, the etching, the linocut and the monotype—found a respected place in the curriculum of art schools as these are associated (to some extent) with modern commercial art. This development reinforced the artist's sense of design; it exercised craft and brought into the front the artisan spirit long revered in ancient India. Ceramics too were revived, as art. Art galleries emerged as organs of society, as optical houses correcting the public vision. Art magazines poured in. Indian sculpture attained the stature of world art. The Bengal school was flaunted, forgotten, demolished as a force. Exhibitions were no longer high-falutin affairs, only for the *elite*. Exhibitions were for the people, and for the purse of the artist. Exhibitions travelled and artists too, and a man like Husain could become an Indian phenomenon. As Indian dance became less temple and more theatre, as Indian films became more realist and less mythological and yet kiss-resisting, as Indian music took the air, and possessed AIR, and as "Industry" became State-sponsored and the war of words began, and as the Constitution was made and amended, the partition patched up in spirit, and Kashmir, like Milton's paradise was "lost" and "re-gained", young contemporary art began to contend with its big brother and elder sister, classical music and classical dance, in commanding public interest. It is beginning to win. The best modern Indian paintings sell at Rs. 2,000 in the home market. It fetches £700 sterling in Japan. It has won international awards in Tokyo, Manila, Paris and Sao Paulo. The best work now has a biennale quality. Any of the painters I have listed can exhibit without a sense of inferiority in any international exhibition. I predict that in another five years we will vie with the best outside. And now Indian painters are a part of the influence they accepted ten years ago. There is Mohan Samant in New York; Newton Souza, Avinash Chander in London, Raza, Padamsee and Laxman Pai in Paris. To influence some of the sources of one's own influence is to find oneself.

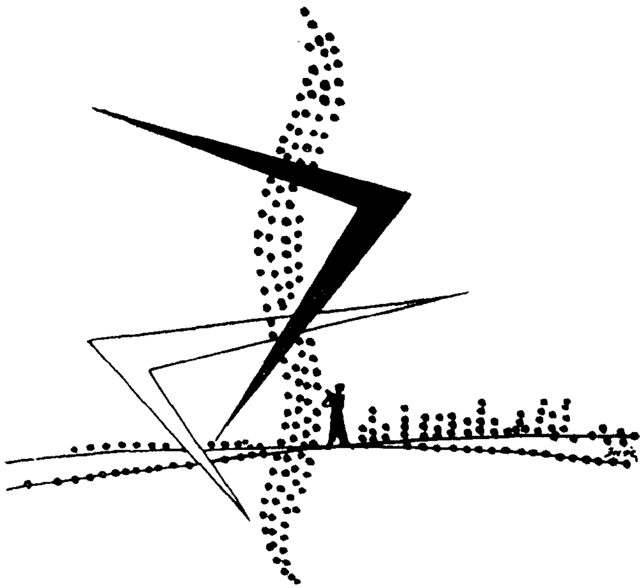
III

There are two artists who characterise the progress of painting during this decade. M. F. Husain who started professionally as a portrayer of the stars of the silver screen on cinema hoardings is now the author of a "Ragmala" series depicting modes of Indian music, music as memory, music as dream, and music as Maqbool Fida Husain. Ram Kumar who began by painting the *les miserables* of the city, first with a quasi-leftist motivation and then as interior monologues or memory mimes, is now the architect of an abstract Banaras, the holy city, seen as a kind of grey-blue Byzantium. Husain has run through all the poetic images, the nude with cacti, the nude with the lamp, the nude with the hawk, the nude with a

galloping horse, *yakshas* gathering under the mystery tree by moonlight, the graces before an eclipse, the puppet and the puppeteer, the dancer as a dream, the fertility blue-green, pagan mother delivering a terracotta coloured child. Draughtsmanship, strong indigenous design and a palette that is as vivid as an eclogue carry him from success to success. Indian sculpture, Indian music, Indian dance gestures, Indian iconography and an Indian instinct make his work alert and alive.

Ram Kumar has proceeded from Red-crossing the economic man to preaching a kind of Buddhistic Fire Sermon. Society and community have become so much of geography and locale, in the Banaras series, for instance, and in the great "Homage to the Waste Land". Ram Kumar has made abstract painting a kind of body-brain complex. The images of painting and sculpture, literature and the imagery of nature are fused and formulated as a sustained metaphor. A recent Ram Kumar is like a blue-grey map shot with buried veins of red, the legend of a many-splendoured thing. In his abstracts we have the still, sad music of humanity, the interior and the exterior view. Inscape and landscape are accorded a sort of space-age perspective. The world is idea: Ram Kumar accepts this, I feel. He looks down upon it from a prophetic height. Ram Kumar accepts the world; but the people have receded. The land remains. Socialism has been banished, and personality extinguished in the many ways I described. He has passed from man, the primary environment of mind, to mind, the hinterland of nature.

The blossoms are now rooted to the air and the roots bind the soil.



Educational Potential of Leisure

SATYA NARAYAN SAHA

PARADOXICALLY LEISURE is not relaxation from the rigour of work; it is the momentum or the incentive for creative inspiration. It is the stimulating force in the hearts of men, young and old, and enthuses them to seek greater and higher achievements. Mind cannot be in a state of perpetual tension. It is a common knowledge that a bow, eternally bent, loses its elasticity and consequently its effectiveness as such. So also does life deprived of its right to leisure or the proper mental attitude to find it as a relief from tedium and strain on muscles and nerves. If one looks back to the past, one finds the life of man then as one of unceasing activities, a grim struggle for existence. His life was trained for the satisfaction of the practical necessities of life. Hunting, fishing, using weapons, securing shelter and so on, were the occupations that absorbed him most. Yet can it be said that he used to confine himself to the *milieu* of his strictly limited function and had no time to stand and stare? Really not. He found time to drink deep into the fount of Nature's beauties which took the forms of gods and goddesses he worshipped. His was leisure, not merely a vacant and unimaginative spending of time, but an effective contributory factor towards the evolution of literature, religion and philosophy.

Balance Between Livelihood and Leisure

Today, in this modern age, thanks to the labour-saving devices which have reduced our giant industries to a push-button type, leisure is thrust upon men, and the question of reducing the gap between merely living and living worthily seems uppermost in the minds of our educators. A day-labourer could do his work just as effectively without being able to read and write; but reading and writing, when a regulated period of work offers him ample time to make effective use of it, affords the means of that wider intercourse and greater creative activities which contribute silently yet surely to the enrichment of his whole personality. So the question how a man spends his leisure worthily is as important as the question how efficiently he does his work; indeed his ways of engaging his hours of leisure go a long way towards determining not only his efficiency as a worker but also his importance as a citizen. To strike a balance between gaining a livelihood by work and yet enjoying in a cultivated way the opportunities of leisure is thus a question of paramount importance. Why is this so?

The answer is not far to seek. While the cultivation of leisure in ancient days was more or less personal and individual, it has today evolved itself into something which has positive bearing on society as a whole. In recent years the conviction has been growing, an enlightening sign indeed, that education in the real sense should be a training in the process of social adjustment rather than the mere pouring in of a special dose of mental, moral or physical instruction. The supreme value of the educative process lies in the formation of a shapely individuality and character in such a way that individuals will be able to realize their full potentialities and thus contribute to the well-being of the nation. And human personality is best developed in a democratic set-up. In a totalitarian regime education is so articulated that students are cast into the regimented pattern and come out as finished products to subserve the needs of

the State. But education in a democracy scrupulously avoids constricting the natural growth of students and provides opportunities and experiences (classroom and otherwise) for the growth of students of today into full-blooded citizen of tomorrow. These are provided under no duress or restraint since democracy is based on faith in the dignity and worth of every single individual as a human being.

Worthy Use of Leisure

The Commission on the Reorganisation of Secondary Education in America has explained education and democracy thus: "The purpose of democracy is so to organize society that each member may develop his personality primarily through activities designed for the well-being of his fellow-members and of society as a whole.... Education in a democracy both within and without the school should develop in each individual the knowledge, interests, ideas, habits and powers whereby he will find his place and use that place to shape both himself and society towards noble ends". In pursuance of this fundamental concept, the Commission has emphasized the worthy use of leisure as one of the seven objectives of education aimed at equipping the individual to secure from his leisure the recreation of body, mind and spirit, and the enrichment and enlargement of personality.

Education and Leisure

Education, specially in a democracy, should aim at reaching 'Unto the Last'. It should be the first concern for the last man. Yet there will be understandably a sizable hiatus between the ideal and the reality. This is an industrial age and the economic condition of people is overwhelmingly acute; more and more people will seek jobs before completing their requisite studies. For them education has the special responsibility. It should not be lost sight of that they live in a materialistic, mechanistic and robot civilization and associate themselves with its evil effects too. Yes, leisure is for enjoyment undoubtedly, a temporary escape from the tensions of a humdrum and monotonous life. So just merely for relaxation from drudgery and drabness of daily living, they can, if they are not adequately trained to find wholesome stimuli, indulge in any conceivable activity with immediate agreeableness. It is to be ensured in the interests of the nation that the vast majority, who are occupied on the fields and in the factories, are given not only adequate opportunities for wholesome recreation but also helped to develop correct reflexes. So, leisure presupposes deliberate guidance and specific training so that positive results might accrue from them, and education can ill-afford to neglect its important role in it. It is to see that if, as students, they have to leave studies under stress of circumstances, as adults they do not at least lack the mental set-up to explore the right type of activities to enrich their body, mind and spirit.

To ensure that future adults do not stoop to perverted pleasures, it is imperative that education should lay the foundation for creative hobbies right from school and thus provide our children with various opportunities for developing their skills which they can profitably draw upon to fill their leisure hours in adult life. The school which is the focal point must provide an atmosphere conducive to the acquisition of varied interests, and teachers should devise a variety of areas in which each child's interests and energies can be suitably directed. Participation of children in activities is an important factor, and still more important is the atmosphere and urgency under which the correct reflexes are formed so that they will not be unlearnt at a later stage.

Types of Leisure

Now what are the ways in which leisure can best be utilized. Games and sports, both indoor and outdoor, no doubt is one of so many. By assigning to games and sports a definite place in the curriculum, the educators have no doubt been actuated by intellectual and social principle. Games and sports are not meant for temporary and momentary agreeableness. These are purposeful activities intrinsically motivated, yet free and untrammelled, disciplined yet redolent of gay abandon. Moreover, the play-

ground is said to be the cradle of democracy. Here our would-be citizen learn to assert themselves, yet acknowledge leadership of others, to display their individuality, yet allow *esprit de corps* to grow and flourish.

Gardening is another effective way in which leisure hours can best be made use of. It will make the students study the facts of growth, the nature of soil, the role of light, air, moisture etc. Yet how pleasurable the study is! There is practically nothing in the elementary study of botany which cannot be profitably learnt by a boy devoted to his garden. Yet, significantly enough, the boy directed to the cultivated pleasures of gardening, is not a botanist in his later life but, perhaps, a literary figure, and his student-days' diversion provides him with necessary zest and alacrity which his literary creativism otherwise needs.

Literary activities, music, sculpture, painting, dramatics etc., though they envisage proper training, can be promoted so that strained muscles and nerves can relax under their soothing influences. These also conduce to the development of aesthetic side of human personality by providing a pleasant departure from the academic methodology and thus imbuing individuals with a rich experience of self-discovery and self-expression, fine sensitivity and creative imagination. What is more, they serve as a source of poise and perspective, an escape from the mounting tempo of the toss and turmoil of modern life. Folk-dancing, excursion and hiking, travelling to places which conjure up reminiscences of historic interest can also form part of acquired tastes of permanent value.

Philately, rightly called the king of hobbies and the hobby of kings, is another edifying diversion. It is an exhilarating, yet purposeful pastime and serves to awaken in the young impressionable minds the interest and curiosity to know the geographical, historical, economic, cultural and spiritual background which the stamps of the respective countries so graphically visualize. Furthermore, it brings countries and children closer to each other.

Needless to emphasize, a taste for reading among our young learners and sustained cultivation of it should be so fostered and encouraged that it is woven into the fabric of their day-to-day life. Viscount Grey has rightly remarked : "The use of books for pleasure is the most satisfactory recreation; without having acquired the power of reading for pleasure, none of us can be independent." When everything else around is dull and uninteresting, the eloquence of the mute pages serves as a never-failing source of solace. What can be more entertaining than conversing with the wisest, the wittiest, with the bravest and the purest characters who have adorned humanity? What can be a greater thrill than to be a citizen of all nations, a contemporary of all ages?

As has been pointed out earlier, education in a democracy is to be looked upon not as something passive but a dynamic whole, and learning is not something like a pouring-in process regardless of tastes and interests. What is aimed at in education is the development of a total man. Effective use of leisure and activities associated with it will extend beyond school age and make their influence felt even in adult life. Some diversion is thus inescapably necessary if adults are to share in all that is valuable and pleasurable in life and again contribute creatively to it. It is precisely this consideration that actuated Darwin to confess : "If I had my life to live over again, I would have made it a rule to read some poetry and listen to some music at least once a week; for perhaps the parts of my brain now atrophied would thus have been kept alive through use. The loss of these tastes is a loss of happiness and may possibly be injurious to the intellect and more probably to the moral character, by enfeebling the emotional part of our nature." So, off-job pursuits do not only bring in elasticity and resilience but mental alertness and emotional stability. There is no denying then that the creative use of leisure is essential to a well-balanced programme of education, and the aim and ideal of it will be but half realized if our students are educated only vocationally, and not avocationally.

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Qualitative Determinants of Technical Education

S. VEDANTHAM

THE LIFE in an educational institution is centred round teachers and students. The teacher endeavours to improve the quality of students through a curriculum. The effective and fool-proof methods of examining the curricula, the facilities available to the teacher to be efficient and those available to a student to be good, are the standards of qualitative assessment.

In any schemes of educational development the teacher is the king-pin. An enduring and lasting development must depend upon the freedom and facilities provided to the teacher. This is more so in the case of technical education. Problems like teachers' training, pay scales, adequate pensions are important and contribute to the efficiency of a teacher; but more important are the academic freedom, facilities for research given to a teacher, library facilities, refresher courses, provision for consultant practice, adequate provision of secretarial and technical assistance, and facilities to contact the industry.

Academic Freedom

Academic freedom, like freedom of an individual, cannot be absolute. It is the result of interplay of tensions between the needs and resources of the community on the one hand, and the aspirations of the teaching staff on the other. Anything that prevents teachers and students from developing their studies in the right direction is a limitation on the growth of knowledge, and therefore, a denial of the purpose for which educational institutions exist. At the same time the community must exert some control over academic institutions, because in the last analysis, the community provides the money to pay for their existence. The personal freedom of the teacher is important. In order to attract able men to the teaching staff, the teachers should be given full freedom in their academic pursuits and no restriction should be imposed on their acting in a consultative capacity or on the publication of their work. It is equally important that they should be appointed to serve on the governing bodies of their own institutions.

The primary function of a teacher in a institution is teaching. Academic freedom enables a teacher to teach better and show better results. Institutions of higher education, through their teachers, have responsibility for the welfare and quality of their students. This responsibility should be discharged through guidance and counsel rather than by a set of generally imposed restrictive regulations. Therefore, any freedom enjoyed by teacher is conditioned by the requirements of his setting of an example.

Facilities for Research

All institutions imparting higher technical education should undertake some research. The fact that frontiers of knowledge are being extended within an institution provides a stimulus to students and teaching staff alike, but the influence of research should go further than that. Research requires a questioning and a critical attitude of mind and willingness to submit theory to rigid test. It must be the object of education to inculcate this attitude of mind and it can be best fostered in an atmosphere in which research is being actually done. The antithesis implied in striking a balance between teaching and research is therefore false. Its

acceptance has led to a lack of balance between teaching and research functions of a technical institution. The university departments and constituent engineering colleges have a tendency to select staff on their potentialities for research and have neglected the teaching aspect. The non-university technical institutions are apt to concentrate upon teaching aspect with the result that opportunities for research in the latter are still very meagre indeed. I am not suggesting that all members of the staff should undertake research. It is indeed most important that they should be teachers first. It is my contention that at least some members of the staff in all engineering colleges should have facilities to do research. Only thus can students be prepared to enter upon their working life, fully equipped, to improve upon the techniques and devices of the past.

In an engineering college should we pursue basic or applied research? Since no academic body can grow without acquisition and development of knowledge it would be clear that scientific research is of as much importance as technological research. Neither branch can grow without the other, and, any neglect or delay in one could retard the growth of the other considerably. Each technical institution should have research nucleus in both scientific and technological disciplines in order to make their working comprehensive.

Facilities for Symposia

Closely connected with provisions for research are facilities for conducting seminars and symposia in the field in which research is being conducted. Research does not necessarily grow due to the efforts of the individual workers. Exchange of views is very essential. Therefore, facilities to conduct seminars and symposia in related fields of research should be provided in an engineering college.

Provision for Industrial Experience and Consultant Practice

While experience of research is vital for a teacher in an engineering college, a technical teacher at a lower level, namely in a polytechnic conducting diploma courses in order to be up-to-date and efficient in the performance of his duties, should keep himself in touch with the needs and practices of the industry. A teacher in charge of a student at the level of technicians can profit by visits to industries or by becoming a technical consultant to an industry. Being an active consultant gives a teacher an insight into the needs of the industry and provides him with a scope to conduct research in the problems of the industry. The industry too can regard the local technical institution as a place to which they can look forward for advice. Thus the influence of teachers upon the industry will help the student-community to acquire practical experience. Industrial atmosphere provides a media of natural growth of a technical teacher.

Ancillary Facilities

The academic advancement is best achieved in an atmosphere of freedom from worries and provision of minimum facilities, *viz.*, adequate pay scales, pensions, residential accommodation (preferably within the campus), facilities for common room, facilities for recreation. Provision of these facilities is the function of the authorities, whereas the basic function of the head of the department of a college or faculty is to increase the working efficiency of the teacher.

The head of the faculty has to evolve an efficient and organic work-load for his teachers so that junior staff is not overloaded. Frequent meetings between teachers of a technical institution and persons in the industry benefit the teachers by way of the cross fertilisation of ideas. It must be the constant endeavour of the departmental head to assess the improvement of his teaching staff and encourage them to equip themselves better.

Recognition of Good Teaching

When a teacher attains maturity of experience and improves his techniques of teach-

ing, it is essential that he be rewarded. A promotion or increase in salary is a tangible and convincing form of reward. Good teaching is not always accompanied by research or by publications. The important factor is that the staff should know that good teaching, *per se,* is noticed and will be rewarded.

An assessment of these factors in an engineering college or a polytechnic will indicate its qualitative progress and, therefore, is one of the methods of determining qualitative progress of technical education scheme; and these must *inter alia* play an increasingly important role in evaluation of the schemes of technical education.

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YOUTH

YOUTH is a quarterly journal published by the Ministry of Education, Government of India. It provides authoritative information on educational, cultural and youth welfare programmes, experiments and activities in India and abroad. It also includes short stories, pictorial features and other light reading material.

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Roundup of activities Ministry of education

ELEMENTARY AND BASIC EDUCATION

Second National Seminar on the Education of Elementary Teachers

The second 'National Seminar on the Education of Elementary Teachers in India' was held at Vigyan Bhavan, New Delhi, from 7th to 11th October, 1963. All State Governments except Kerala were represented in the Seminar.

The Seminar concerned itself with the preparation of a perspective plan for the development of teacher education at the elementary stage to cover the period 1961-76 and against the background of this perspective plan, (i) in the preparation of a tentative outline for the development of teacher education at the elementary stage in the Fourth Five Year Plan (1966-71), and (ii) in indicating the advance action as necessary in this regard during the last two years of the Third Five Year Plan (1964-66).

Accelerated Assistance to States for the Programme of Primary Education

It was decided to make available a sum of Rs. 12 crores to all the State Governments (except Kerala) for the expansion of primary education during 1963-64. The amount has been allotted on the basis of the number of non-attending children in each State at the end of the Second Plan, for appointment of additional teachers. The expenditure on the additional teachers will be shared on a 50:50 basis between the States and the Centre.

Establishment of State Institutes of Education for Qualitative Improvement of Elementary Education

Under this Centrally sponsored scheme, administrative approvals have been issued so far to the Governments of Gujarat, Jammu & Kashmir, Orissa, Rajasthan, Madhya Pradesh, Punjab, Mysore, Andhra Pradesh, Uttar Pradesh and Maharashtra, for the establishment of a State Institute of Education in each of them during 1963-64.

Loans to State Governments for the Construction of Elementary School Buildings and Quarters for Women Teachers in Rural Areas

The Government of India has approved the proposal in principle, and the State Governments have been asked to send in their requirements.

National Council for Women's Education

The fifth meeting of the National Council for Women's Education which was held at New Delhi on the 19th and 20th April, 1963 had recommended that the following Committees should be set up immediately:

(i) Committee to look into the causes for lack of public support in rural areas for women's education.

This Committee has been set up under the chairmanship of Shri M. Bhaktavatsalam, Chief Minister of Madras. The second meeting of this Committee was held on 12-10-1963 at Bhubaneswar.

(ii) Committee for drawing up schemes of girls' education for the Fourth Plan.

This Committee has been set up under the chairmanship of Smt. Raksha Saran, Chairman of the National Council for Women's Education. The first meeting of this Committee was held on 18-10-63.

Financial Assistance to Voluntary Educational Organisations/Institutions Working in the Field of Pre-primary and Basic Education

Grants to seven institutions amounting to Rs. 33,575 were sanctioned under the scheme during the quarter.

Mid-day Meals Scheme

Mid-day Meals Scheme is proposed to be extended to the Union Territories of Himachal Pradesh, Goa, Daman & Diu and Pondicherry. Arrangements are under way to start the programme shortly.

Gift of Paper from Sweden and Australia

An agreement between the Government of India and the Royal Swedish Government was signed on November 29, 1963 on a Swedish gift of 8,000 tons of paper to India for the printing of nationalised textbooks for Indian schools.

It was signed by the Education Secretary, Shri P. N. Kirpal on behalf of the Government of India and by the Swedish Ambassador, Klas Book, on behalf of the Royal Swedish Government. The first consignment of 2,000 tons of Australian gift of paper reached India in October, 1963.

Both Sweden and Australia have offered this paper to India under the Unesco programme of expansion of primary education in South-East Asia. This paper has been allocated to the State Governments who will use it for printing nationalised textbooks at the elementary stage of education. These books are meant for free distribution to children.

Introduction of Productive Labour in Schools and Colleges

The Committee appointed by the Central Advisory Board of Education on the introduction of productive labour in schools and colleges under the chairmanship of Shri Pratap Singh Kairon, Chief Minister, Punjab held its first meeting at Chandigarh on 21st September, 1963 and its second meeting at New Delhi on 7th November, 1963. The Committee has to work out a detailed and workable scheme for the introduction of productive labour in schools and colleges. It hopes to submit its report by the end of December, 1963.

Standing Committee of the Central Advisory Board of Education on Primary Education

The Standing Committee of the Central Advisory Board of Education appointed in 1962 to review primary education in the country held its 9th meeting from 19th to 22nd October, 1963 at Shardagram (Saurashtra). At this meeting the Committee considered the interim report to be submitted by it to the Central Advisory Board of Education. The Committee has so far visited the States of Bihar, U.P., Jammu & Kashmir, Madhya Pradesh and Rajasthan.

In-service Training Courses in Educational Statistics

Technical assistance was provided to the Universities of Jammu & Kashmir and Andhra for the organisation of regional in-service training courses in educational statistics from 19th to 26th September, 1963 and 9th to 15th October, 1963 respectively for the benefit of their staff. Financial

assistance was also given to these universities at the rate of 50 per cent of the expenditure incurred on these courses.

SECONDARY EDUCATION

Assistance to Voluntary Educational Organisations Working in the Field of Secondary Education

Grants amounting to Rs. 50,660 have been sanctioned in favour of institutions in U.P., Bombay, Rajasthan, Andhra Pradesh and Kerala towards construction of laboratory buildings, purchase of library equipment, library books, construction of building etc.

Promotion of Gandhian Philosophy

(i) Grants totalling Rs. 5,145 have been sanctioned in favour of seven universities as reimbursement of the honoraria and T.A./D.A. paid by them for arranging lectures on Gandhiji's teachings and way of life during 1962-63.

(ii) A grant of Rs. 50,000 has been sanctioned to the Gandhian Institute of Studies, Varanasi, towards the expenditure on running the Institute.

(iii) A grant of Rs. 2,500 has been sanctioned towards payment of travelling allowance, board and lodging expenses etc. to Kumari Manuben Gandhi for delivering a series of lectures on Gandhiji's teaching and way of life in certain selected schools in the Punjab.

State Education Ministers' Conference

State Education Ministers' Conference was convened at New Delhi on 10-12th November, 1963 to discuss the national policy on education. Vice-Chancellors and other eminent educationists attended the meeting.

PROF. HUMAYUN KABIR'S SPEECH

After welcoming the Prime Minister and the State Education Ministers, Vice-Chancellors and other educationists, Prof. Humayun Kabir, the then Education Minister said that elementary education for the age-group 6-11 has made considerable progress quantitatively during the last 15 years. From about 14 million, the enrolment has gone up to 40 million and it was expected that by the end of the Third Plan it would be almost 52 million. But he emphasised that the question of improving the quality of elementary education was even more important. This could be achieved by introducing five-year elementary course throughout the country and by introducing science at the elementary stage both as an intellectual discipline and as a measure for creating a proper scientific climate in the country.

The next aim in elementary education must be to extend the period of elementary education from 5 years to 8 years. In fact till this is attained, the directive principle of the Constitution would remain unfulfilled. Most countries are no longer satisfied with compulsory education up to the age of 14, but in India we would need special effort to fulfil even this target.

Turning to secondary education, Prof. Kabir said that different States followed different patterns. Some diversity was perhaps inevitable in a country so large and so varied as India. Nevertheless, there was no room for diversity on two points. One was that the end of the secondary stage should mean roughly the same thing throughout the whole country. Today, there are school certificates and higher school certificates. Such distinctions should be abolished and we should define a uniform standard for the completion of secondary education throughout the country.

The standard for the completion of secondary education would obviously depend upon the age up to which such education must extend. In almost all countries of the world secondary education is co-terminus with adolescence. With the exception of India and a few other countries, almost throughout the world, 18 years is recognised as the proper age for the termination

of secondary school education. This has helped them to attain a standard where a young person is fit either to go for higher education in a university or alternatively enter into the responsibilities of life. If therefore throughout the world the age of termination for secondary education is 18, we can resist a demand for the same in India only at our peril. But our financial and other resources would not permit the raising of the secondary school leaving age up to 18 immediately. One step in that direction has been taken by prescribing that no one can enter a university before 16 plus. Perhaps the target should be that the school leaving age ought to be 17 plus by the end of Fourth Plan and we should work to raise it to 18 by the end of the Fifth or Sixth Plan.

Once there is agreement about the terminal point of secondary education, we could also decide on the standard which pupils should attain at that stage. In most countries of the world secondary education includes much of what is taught in the first degree classes in our country. This is perhaps inevitable as we have children of 15 or 16 studying in degree classes whereas in other countries no one can normally enter a university before 18. If therefore we desire 18 (or immediately 17) as the terminal age and prescribe standards for the school leaving certificate which compare with standards in the U.K., the U.S.A. or the U.S.S.R., we could immediately establish the equivalence for all States within the country. Once this is done, it may be left to the States whether the pupils are to reach that standard and that age in 11 or 12 years.

Along with the question of defining the terminal point for secondary education, Prof. Kabir said that its content and syllabus would have to be considered. The present multipurpose schools, though superior in many respects, do not give adequate grounding in the essential disciplines. The second drawback is in some ways more relevant to our immediate needs. The technical and agricultural streams were planned with the two-fold purpose of enabling the pupils either to pursue higher studies or to take to a vocation. The pursuit of two aims has led to an unsatisfactory realisation of either. The pupils undertaking the technical or the agricultural course cannot take up a profession immediately as their training is too academic for the purpose. The Education Minister, therefore, suggested that these courses might be remodelled by making them far more practical and recognising that the large majority of those who take the technical or the agricultural course will not go for higher education.

Our ultimate aim must be to ensure that at least 40% of those who enter secondary education are diverted to useful employment immediately at the end of the secondary stage.

Prof. Kabir said in the end that meeting of minds between the Centre and the States and arriving at a consensus by discussion and agreement are essential if we are to attain uniformity of standards in the country. Such uniformity is essential for the unity of the land.

PRIME MINISTER'S SPEECH

The Conference was inaugurated by the Prime Minister. He emphasised that industrial and agricultural development of the country would be achieved only in the background of mass education. The main hurdle in the way of such education is paucity of finance. He, therefore, suggested that way should be found to reduce the cost of education.

"I am sure there are many ways of your reducing the cost of education in so far as buildings are concerned. I do not want reduction in the cost of teachers' salaries and the rest. I think they should progressively go up to get competent men and women. But I do think, more specially in regard to primary education, that much can be done in regard to construction work to save money. The first thing is you can save money by adopting more modern

methods than are usual, traditional methods which are used. The traditional methods, in so far as I know, have a remarkable way of being costly and horribly ugly. Today schools can be put up much more rapidly and much more cheaply than ever before by housing factories, pre-fabricated methods, or even traditional methods applied in a wiser way."

"There is one thing I should like to draw your attention to. Prof. Kabir said something about quality. That is obvious that mere quantity minus quality is no good at all, may be worse than no quantity and nothing at all. If there is no quality, it may lead to trouble. These are the problems which you have to face.

"Then there is the question, apart from mass education, of higher grades of education. There you come across the difficulty of the poor student, not having any place to sit even, practically, any home surroundings or anywhere else and how can you expect him to study hard and competently without any place where he can do some work properly. I don't know. It was suggested some years ago, and it has been given effect to in some places, of what is called day hostels, not a place where a student can sleep but where he can spend the day, library with reading rooms, with places where they can take their meals and have a bath etc. Of course, one building could serve a large number, while in a place where they have to sleep, accommodation is much more limited. And I think we could have day hostels like this serving hundreds and hundreds of students who would come there, sit and study and have some rest etc. That will be a better way than trying to build up proper hostels for everyone although the latter will be good. But I am merely suggesting this to get over the difficulties of providing accommodation quickly to large numbers of students because the numbers are likely to grow and they are growing rapidly."

Central Schools Scheme

(i) An inter-departmental meeting was held in the Ministry of Defence on the 6th August, 1963, to discuss the problems of land and buildings for the Central Schools located in cantonment areas.

A meeting of the inter-departmental Committee for implementation of the Central Schools Scheme was held on 23rd August, 1963. The Committee *inter alia* recommended that primary departments of the composite schools should also be taken over. In pursuance of this decision the primary departments of the Regimental Central Schools are being taken over from 1st October 1963.

(ii) Further grants have been sanctioned to Central Schools bringing the total of the grants so far made during the current year to meet recurring and non-recurring expenditure of the Schools to Rs. 8,41,685.

(iii) Broad conditions for taking over of and financial assistance to the State Governments/and private schools have been finalised. The State Governments have been requested to recommend the schools, Government or private, they would like to be taken over or financially assisted, under the scheme. Those of the private schools which approached this Ministry directly have also been asked to send detailed information regarding the institutions, for consideration of this Ministry.

Strengthening of Multipurpose Schools

(i) Financial sanctions at the rate of Rs. 50,000 each have been issued for strengthening of multipurpose schools to Assam and Mysore States.

(ii) Administrative approval had been accorded to the scheme of Tripura.

Establishment of State Education Evaluation Units

Sanctions for continuance of State Education Evaluation Units have been issued to the State Governments of Maharashtra,

Mysore and Kerala. The setting up of Evaluation Units in the States of Madhya Pradesh, Uttar Pradesh and West Bengal has been sanctioned for 1963-64.

State Educational and Vocational Guidance Bureaux

The setting up of the State educational and Vocational Bureau in the States of Gujarat, Rajasthan and Orissa has been sanctioned.

HIGHER EDUCATION

Grants to Voluntary Organisations for Construction of Hostels in Big Cities

A sum of Rs. 40,000 was sanctioned to the Southern India Education Trust, Madras as the third instalment of the Government grant approved in favour of the Trust for construction of a hostel. This brings the total amount released so far to the Trust to Rs. 90,000.

Correspondence Courses and Evening Colleges

A scheme prepared for giving grants to universities for starting evening colleges/ classes was considered by the Expenditure Finance Committee at its meeting held on 23rd September, 1963. The Committee accepted the scheme in principle and decided that grants be sanctioned on the recommendations of a Visiting Committee.

Constitutional Provisions Pertaining to Higher Education

The Committee of Members of Parliament set up to examine the Constitutional provisions pertaining to higher education met in New Delhi from 17th to 21st October, 1963 to take oral evidence of certain prominent educationists.

Low Priced Re-publication of Foreign Educational Standard Works and Books of Reference

A meeting of the Joint Indo-American Board on the scheme for re-publication of standard American educational works in low-priced editions was held on August 26, 1963. The Board reviewed the progress of the scheme and set up a special committee, comprising two representatives each from the Ministry of Education and the U.S. Embassy, to expedite the evaluation of the titles suggested for republication. This Committee held its first meeting on 3rd October, 1963.

Delegation/Conferences—Exchange of Professors

Under the Cultural Exchange Programme between India and the U.S.S.R., a delegation consisting of two Vice-Chancellors left for the U.S.S.R. on 5th October 1963 for a period of three weeks to acquaint themselves with the Soviet system and institutions of higher education. On completion of this study tour, one of the Vice-Chancellors has also gone for a week's visit to Ulan Bator University (Mongolia) under the Cultural Exchange Programme with the Mongolian Republic. He has since returned to India.

American Institute of Indian Studies—Establishment of its Indian Office

Cabinet has accorded its *ex-post-facto* approval to the arrangements already made for the establishment at Poona of the Indian Office of the American Institute of Indian Studies. The Cabinet has also approved the continuation of the programme of the Institute on the line proposed by this Ministry.

RURAL HIGHER EDUCATION

National Council for Rural Higher Education

The eleventh meeting of the National Council for Rural Higher Education was held on the 20th September, 1963, at New Delhi. The Council *inter alia* recommended that the National Council for Rural Higher Education be registered under the Societies Registration Act (Act XXI of 1860) as an autonomous body, and a National Institute for Rural Higher Education with the five-fold functions of teaching, research, extension, accredition and examinations be set up under its auspices.

Recognition

The Post-graduate Diploma in Rural Economics and Co-operation has been recognised by the U.P.S.C. and the Ministry of Home Affairs for a period of two years as equivalent to the M.A. degree of an Indian university for purposes of appointment under the Central Government.

The following universities have recognised the Diploma in Rural Services as equivalent to the B.A. Degree for purposes of admission to post-graduate courses in the subjects indicated against each :

1. Saugar University

   Economics & History (on individual merits).

2. Jadavpur University

   History, Economics, Comparative Literature and International Relations.

3. M. S. University of Baroda.

   Economics, Sociology, History, Political Science and B.Ed. (on individual merits).

4. S. N. D. T. Women's University

   B.A. Special/or General Examination if passed with the Humanities.

5. Delhi University

   Economics, History and Political Science (I & II Class Diploma holders on individual merits).

Publications

The Publications Section of the Ministry brought out four publications during the quarter.

SOCIAL EDUCATION AND SOCIAL WELFARE

I. Social Education

National Book Trust

During the period under review the National Book Trust published the following books :

1. Science Makes Sense (Marathi)
2. Judy and Lakshmi (Telugu)
3. Jwalamukhi (Tamil)

First Meeting of the Regional Coordination Committee of Unesco for the Reading Materials Project

The meeting was held at Vigyan Bhavan, New Delhi from the 29th August to the 31st August, 1963. The meeting was attended by delegates from Afghanistan, Ceylon, Iran, Nepal, Pakistan, Thailand and India. A few Technical Advisers and two Unesco officials also attended the meeting which was presided over by Shri P. N. Kirpal, Education Secretary to the Government of India.

Books for Neo-literates—Additional Prize Winning Books

The prices of 15 books have been finalised by the Price Fixation Committee in its meeting held on 24th October, 1963. Supply orders will now be issued to the publishers if the price is acceptable to them. Six translations of educational prize winning books have also been approved.

A sum of Rs. 1,050 has been sanctioned for bulk purchase of 1,500 copies of Hindi version of 'Namma Manassu' and Rs. 675 for Hindi version of 'Bapu-Na-Jeevan Prasango'.

Indo-U.S.S.R. Cultural Exchange Programme

It has been decided to send a delegation of five literacy experts to the U.S.S.R. in the first week of November, 1963 under the Cultural Exchange Programme between India and the U.S.S.R. for the year 1963-64.

Scheme of Assistance to Voluntary Educational Organisations in the Field of Social Education

Grants amounting to Rs. 26,000 were sanctioned to two institutions at New Delhi and Nasik for development of their

activities in the field of social education and library development during the quarter.

II. SOCIAL WELFARE

Integrated Services for Child Welfare—Demonstration Project

This Ministry has constituted a Committee on Child Welfare with Deputy Education Minister as chairman to advise the Government on all matters pertaining to child welfare programme in the country. The first meeting of this Committee was held on 11th and 12th July, 1963. The second meeting took place on 20th August, 1963.

A sum of Rs. 75,000 was sanctioned to the Government of Kerala for establishing a Demonstration Project for integrated services for child welfare in Athiyanoor Block.

Central Social Welfare Board

Shri H. F. B. Pais retired from the post of the Secretary, Central Social Welfare Board, with effect from the 9th September, 1963. Shri R. S. Chitkara has taken over as the Secretary with effect from the 20th September, 1963.

Youth Vocational Centres

A Central Coordination Committee has been set up in this Ministry to implement the scheme for Youth Vocational Centres. These centres are being established in the various States and major Union Territories during the Third Five Year Plan. Its first meeting was held on the 10th September, 1963.

Surveys, Training Programme and Pilot Research Project in Social Welfare

The meeting of the *ad hoc* Committee on Social Welfare was held on 23rd August, 1963 to consider the proposals for grant-in-aid under the Social Security Administration Programme of the United States of America.

A sum of Rs. 3,772 was sanctioned to the Tata Institute of Social Sciences, Bombay, for conducting the survey regarding attitude of women towards part-time employment.

A sum of Rs. 7,000 was sanctioned to the Indian Institute of Public Administration, Indraprastha Estate, New Delhi, as grant-in-aid for undertaking a study of existing pattern of social welfare administration in the States/Union Administrations with a view to evolving a uniform pattern for adoption in the country.

Training of Teachers for the Physically Handicapped

Four persons have been selected for the award of fellowships during 1963-64 under the scheme of 'Fellowships' to teachers and workers for the physically handicapped.

Meetings and Conferences

A meeting of the Committee to select a suitable Braille Mathematical Notation for adoption by schools for the blind in India was held on the 21st October, 1963 in New Delhi. The Committee after going through the various braille codes in use in some of the advanced countries, selected the British Code for adoption in India.

A conference of State Secretaries and Directors of Social Welfare was held on the 5th and 6th September, 1963 to review progress of the programmes and schemes in the Third Five Year Plan for Social Welfare.

A Working Group on Social Welfare has been appointed to make critical review of the progress of the programmes and schemes in the Third Plan and to formulate proposals for the Fourth Plan. The first meeting of the Group was held on the 19th and 20th September, 1963.

Training Centre for the Adult Blind, Dehradun

The services of Mr. Ellis Turner, an expert on vocational training and employment of the blind, (at present on an I.L.O. assignment at the Training Centre for the Adult Blind) have been extended up to 5th Novem-

ber, 1964. During this period of extension Mr. Turner will help in introducing more courses in Light Engineering in the Training Centre for the Adult Blind, expanding and modernising the Sheltered Workshop for the manufacture of Braille appliances and also introducing Light Engineering sections in two selected schools for the blind.

Government of India Scholarships to the Physically Handicapped.

160 blind, 117 deaf and 205 orthopaedically handicapped students have been selected for the award of scholarships during 1963-64.

SCHOLARSHIPS

Selections under the following Schemes were made :

Schemes for Studies Abroad

(i) Passage Grants for Scheduled Castes, Scheduled Tribes, Denotified, Nomadic and Semi-Nomadic Tribes and other economically Backward Classes, 1963-64;

(ii) Union Territories Overseas Scholarships, 1963-64.

(iii) Institute for Social Studies, The Hague (Netherlands) Fellowships, 1964-65;

(iv) Iraq Government Scholarships, 1962-63;

(v) Spanish Government Scholarships, 1963-64;

(vi) Programme for Exchange of Scholars between India and U.A.R.—U.A.R. Government Scholarships for Indian Nationals, 1963-64.

Scheme for Studies in India of Foreign Nationals

Commonwealth Education Cooperation Plan Awards to Senior Educationists, 1963-64.

Schemes for Indian Nationals

(i) National Scholarships Scheme, 1963-64;

(ii) Scholarships to the Children of Primary and Secondary school teachers for post-Matric Studies, 1963-64.

The response to the National Loan Scholarships Scheme has been rather poor as revealed by the number of eligible applications received by the State Governments; barely 5 per cent of the quota allotted to the States would have been utilised. The State Governments have been asked to re-advertise the scheme to attract more applications.

It is also under consideration whether the conditions of eligibility be relaxed. A decision is expected to be taken shortly.

INDIA AND UNESCO

66th Session of the Executive Board of Unesco

The 66th Session of the Executive Board of Unesco commenced on 25th September, 1963 at Paris. Shri P. N. Kirpal, Education Secretary and Shri B. N. Malhan, Deputy Secretary, represented India.

Unesco Programme in Cultural Activities

A meeting of the Regional Coordination Committee under Reading Material Project was held in New Delhi from 29th to 31st August, 1963 under the auspices of Unesco. Representatives from Asian countries participated in the meeting.

National Seminar on the Role of Universities in East-West Relations

A National Seminar on the Role of Universities in East-West Relations was organised in New Delhi from August 31 to September 3, 1963 by the India International Centre in co-operation with the Indian National Commission for Unesco. The Seminar was inaugurated by Dr. C. D. Deshmukh, President, India International

Centre and was presided over by Shri P. N. Kirpal, Secretary-General of the Indian National Commission for Unesco. The representatives of 32 universities took part in the Seminar which considered the implementation of the Unesco Major Project on Mutual Appreciation of Eastern and Western Cultural Values in the university sector. Some of the major recommendations made by the Seminar, were : development of departments of languages and area studies with a view to promoting intensive studies in other cultures, especially of South Asia, East Asia, West Asia, Africa and Latin America; undertaking significant research projects aimed at promoting mutual cultural appreciations; research in the culture and life of India, particularly on those aspects which have been left uncovered so far; orientation courses for foreign scholars in India and for Indian scholars going abroad; etc.

Unesco International Advisory Committee for the East-West Major Project

Shri P. N. Kirpal, Secretary-General, Indian National Commission for Unesco was invited by Unesco in an expert capacity to take part in the meeting of the Unesco International Advisory Committee for the East-West Major Project which was held in Paris on September 9–13, 1963. The Committee elected Shri P. N. Kirpal to preside over its meeting which considered various measures for the implementation and development of activities in furtherance of the Major Project on Mutual Appreciation of Eastern and Western Cultural Values.

Education in International Understanding

The programme of education in international understanding, launched by the Indian National Commission for Unesco in December, 1962, has been making steady progress. This programme was taken up in furtherance of the Associated Schools Project and the East-West Major Project of Unesco and aims at promoting experimental activities centred round three themes : (i) learning about the life and culture of other countries; (ii) teaching about the UNO and the Specialised Agencies; and (iii) respect for Human Rights in fundamental freedoms. By the end of October, 1963, most of the State directorates of education had agreed to cooperate in carrying out the programme and had recommended the names of more than 400 secondary schools and teacher-training institutions to take part in the programme. Almost all the directorates of education have appointed liaison officers to coordinate and supervise the programmes in their respective territories. Planning groups consisting of senior officers of the directorates of education and practising educationists have been set up in Andhra Pradesh, Kerala, Maharashtra, Uttar Pradesh, Mysore, Gujarat, Pondicherry and Delhi to advise on the development and implementation of the programme. Six workshops for teachers of participating schools and teacher-training institutions have been held; the first in Delhi in April, 1963; the second in Mysore in May, 1963; the third, fourth and fifth in Trivandrum, Hyderabad and Aurangabad in September, 1963 and the sixth in Bombay in September, 1963. Similar workshops are planned for the remaining States.

The provision of information and teaching material was found to be extremely important for the implementation of experimental activities in the participating institutions and this was confirmed by successive teachers' workshops. The Commission commenced the publication of a bimonthly bulletin to keep the schools posted with information and ideas about activities in education for international understanding. The first issue came out in April, 1963. Arrangements were also made with Unesco to supply 500 copies of its quarterly circular 'International Understanding at School' for distribution to each participating institution. In addition, kits on UN, Unesco and UNICEF materials were obtained from the UN Information Centre, Unesco and UNICEF authorities and supplied to the institutions. The national non-governmental organisations have been approached to bring out publications related to the themes of the programme. The Navjivan Trust, which is responsible for promotion of Gandhian literature, has taken in hand a publication on the contribution of

Abraham Lincoln and Mahatma Gandhi in promoting human rights and freedoms. The crucial problem of providing materials in the languages of instruction which vary from State to State is receiving attention and the educational authorities are being requested to locate existing materials that are useful for the programme and to encourage the production of simple materials in regional languages.

Draft Plans for 1964-65

Meetings of the Working Groups on general education to discuss the draft annual plan for 1964-65 of States/Union Territories commenced from 28th October, 1963. The plans of Goa, Daman and Diu were discussed till October 30, 1963. Discussion of the plans of other States/Union Territories will be completed during November and December, 1963.

Education and Employment Opportunities

The first meeting of the Committee on Education in Relation to Employment Opportunities was held on 11th October, 1963 in the Planning Commission under the chairmanship of Prof. M. S. Thacker, Member Planning (Education).

NATIONAL ARCHIVES

Accession

The Department received 124 sheets of Indo-Pakistan International Border-Strip maps (Rajasthan Sector) for safe custody, and acquired from the Rajkot Records Office the terminal and annual examination results of Mahatma Gandhi (1880-87) at Kattywar High School, Rajkot as also receipts of scholarships, term certificates, prize distribution lists etc. 19 microfilm rolls of records of Lord Dalhousie and 15 rolls of papers of the Duke of Argyll, Secretary of State for India were received from the Scottish Record Office and Commonwealth Relations Office respectively.

Compilation of Reference Media

Listing of Revenue Records (village plans) of the Survey of India and Home Department (Political Branch) records (1921-22) was completed. Microfilm copies of records obtained from abroad, including Morley and Curzon papers, were check-listed. Descriptive listing of Foreign Department records (1783-85) and Persian Correspondence (1804-7) made steady progress.

PROPAGATION AND DEVELOPMENT OF HINDI AND SANSKRIT

Grants to Voluntary Organisations

Twenty four grants amounting to Rs. 1,62,105 were given to the various Hindi voluntary organisations during the quarter ending 31st October, 1963 for the propagation and development of Hindi and promotion of Sanskrit.

Hindi Encyclopaedia

A grant of Rs. 40,000 was paid to the Nagri Pracharini Sabha, Varanasi during the quarter under review. The third volume of the Encyclopaedia has since been printed. The fourth volume is under printing.

Free Gift of Hindi Books to Armed Forces

Entries for free distribution of Hindi books to Armed Forces were invited during the quarter. Books have already been received for selection by a committee to be appointed for this purpose.

Hindi Teachers' Training Colleges in Non-Hindi Speaking States

A committee was formed to inspect the various Hindi Teachers' Training Colleges set up in some of the non-Hindi speaking States with a view to look into the running of such colleges and to suggest any improvements in their working and also to review the syllabi adopted by them. The committee has visited the training colleges in Mysore and Andhra Pradesh in August, 1963.

Translation of Standard Works of University Level

The following publications have been brought out during the quarter under review :—

(i) Sudha Ghan Jyamiti Praveshika by Dr. G. S. Mahajani.

(ii) Sammikaran Sidhanta by Dr. S. R. Sinha.

(iii) Bhartiya Parampara by Prof. Humayun Kabir.

(iv) Andchalak Aur Unka Upyog by Yoggee.

In addition to the two full-time Translation Cells set up at Delhi and Banaras, another full-time translation cell has been established at Bhopal.

Evolution of Technical Terminology in Hindi

600 designational terms were finalised in a meeting of experts and representatives of various State Governments, Official Language Commission, Ministries of Home Affairs and Defence held under the auspices of the Standing Commission for Scientific and Technical Terminology, for use by the Central and the State Governments. A consolidated list of all designational terms is under preparation.

The Expert Committee on Economics and History and Archaeology have in the meetings held on 21st, 22nd and 23rd October, 1963, finalised 127 and 450 terms respectively.

Expert Advisory Committees

Meetings of the Expert Advisory Committees on Medicine were held from 26th to 31st August, 1963 and 21st October to 24th October, 1963 which finalised 930 terms of Preventive and Social Medicine and 367 terms of Opthalmology respectively. The draft of the Chemistry Dictionary from A to H was reviewed and scrutinised and the matter is ready for being considered by the Chemistry Expert Advisory Committee. Meeting of Expert Committee on Chemistry was held from 14th to 18th October, 1963 for vetting dictionary of Chemistry in Hindi or pre-degree standard. Expert Advisory Committee on History and Economics also met during the period from 21-10-63 to 23-10-63.

PROMOTION OF SANSKRIT

Central Sanskrit Board

The 13th meeting of the Central Sanskrit Board was held on the 9th and 10th September, 1963 at New Delhi. The Board recommended purchase of 54 books relating to Sanskrit for free distribution to different educational institutions etc., and grant of financial assistance for publication of some Sanskrit books.

The Board also recommended grant of financial assistance to seven Gurukulas for different purposes under the scheme of financial assistance to Sanskrit Gurukulas for promotion of Sanskrit.

Kendriya Sanskrit Vidyapeetha Society

A grant of Rs. 50,000 was sanctioned to the Kendriya Sanskrit Vidyapeetha Society during August, 1963 for meeting day-to-day expenditure on Kendriya Sanskrit Vidyapeetha, Tirupati.

Preparation of Sanskrit Dictionary Based on Historical Principles

A sum of Rs. 35,000 has been sanctioned to the Sanskrit Dictionary Department, Deccan College and Research Institute, Poona as a part of second instalment of grant of Rs. 75,000 for preparation of Sanskrit Dictionary based on Historical principles.

Award of Scholarships to Students of High/Higher Schools Studying Sanskrit

The Centrally sponsored scheme of award of scholarships to students of high/higher secondary schools studying Sanskrit has been taken up for implementation. Funds amounting to Rs. 72,500 have been released to 12 State Governments for the purpose.

education today

ANDHRA PRADESH

Workshops Organised

Under the auspices of the extension services department of the Government Training College, Warangal, four workshops on "Evaluation Approach of Teaching" were conducted in four districts. Each workshop was of five days' duration. One hundred and twenty teachers of secondary schools participated in the workshops. Twenty six units of syllabuses in various subjects were covered in the workshops.

The workshops covered aspects such as statement of objectives of teaching various subjects with their attendant behaviours, development of learning experiences for achieving these objectives and construction of evaluation tools to test how far these objectives are achieved etc.

Part-time Women Teachers

In view of the shortage of trained women teachers, the Government ordered that qualified women teachers might be appointed on part-time basis in secondary schools whenever qualified teachers for appointment on whole-time basis were not available. Such part-time teachers who are trained graduates, may be paid remuneration at Rs. 2 per period and untrained graduates at Rs. 1.50 nP. per period of 40 or 45 minutes' duration.

BIHAR

Genetical and Serological Study of Bihar Tribals

A research project has been jointly sponsored by the Indian Statistical Institute, Calcutta and the Department of Anthropology, Ranchi University to make an elaborate genetical and serological study of the tribes of Chota Nagpur and Santhal Parganas.

Under the guidance of Prof. P. C. Mahalanobis, who has done similar work among the tribes of Bengal with late Prof. D. N. Majumdar, a scheme to study blood groups, metric features, dermatography and other genetical traits has been finalised and anthropologists and statisticians are to start their work.

This scheme envisages a comprehensive genetical study of typical tribes of Bihar like Munda, Oaraon, Santhal Maler, Hos Kharia and Pahariyas. The study is likely to throw light on the similarity and dissimilarity of these tribes in so far as their racial and other genetical characteristics are concerned. It will further reveal linguistic and racial relationship of the tribes of Bihar.

DELHI

Elementary Education

In order to meet the increasing demand for primary school teachers, the number of seats in Government Teachers' Training Institute, Daryaganj, Delhi has been increased from 125 to 200.

Examination Reforms

A three days' workshop for the teachers of English of class XI was held at Government Boys' Higher Secondary School, Alipur on 13th, 14th and 15th September, 1963. 39 post-graduate teachers of English participated. The participants were

given ample practice in the construction of test items of all types.

Teachers' Day

Each school celebrated Teachers' Day on September 5, 1963. Parents and teachers also participated. Zonal functions were held at different places under the chairmanship of eminent men.

Welfare Activities

Many members of staff of the Directorate of Education, Delhi have been enrolled for starting thrift and credit society and consumers' cooperative stores. It is hoped that both will come into being before the end of December, 1963.

DADRA & NAGAR HAVELI

Free Clothing for Students

The scheme of free distribution of clothing was sanctioned and implemented in primary schools of this Union Territory during the quarter.

GOA, DAMAN & DIU

Refresher Courses for Teachers

A Refresher Course was held for unqualified Government primary teachers with more than 10 years' service in private institutions. The course has proved very useful in giving teachers a good insight into the techniques of imparting education.

LACCADIVE

Teachers' Day

The Teachers' Day was celebrated on 5th September on a very grand scale in all the Island schools. Contributions from students and teachers as well as public were obtained for the Teachers' Welfare Fund.

Extra-curricular Activities

N.C.C. Naval troops with 100 cadets was organised in both the high schools of Kalpeni and Ameni in this Union Territory. The services of an expert volley-ball coach, deputed by the National Institute of Sports, Patiala, have been placed at the disposal of this Union Territory for a period of four months from October, 1963. He is coaching the pupils and public of the Islands at Ameni Islands with effect from October 26, 1963.

GUJARAT

Convocation Address

Dr. Zakir Husain, who was delivering the convocation address at Gujarat University on October 3, 1963, said that universities must realise that the character of a university is determined by its idea of knowledge, by the type of man it aims at producing and by the economic, social and political conditions of the community in which it finds itself. If the universities were to make full contribution to national life, they must be clear about their purpose and the means by which they seek to achieve it.

The number of universities had more than doubled since independence. "But I feel that the pattern of thought in regard to what the university should be has not changed," Dr. Husain said.

Dr. Husain stressed that true education of individual would not be possible unless the universities were inspired by the aim of contributing to the perfection of the society. They "must evolve a vital concept of Indian nationhood of an integration that is not logical but organic, an integration that does not derive only from an unquestioning acceptance of the traditional or the modern, but is one in which values are assimilated and transformed into creative forces". Many of the country's difficulties, he said, had been created by the absence or neglect of the two basic social qualities —thoughtfulness and sincerity.

Dr. Husain said that the relation between the universities and their teachers was fast becoming a contractual relationship of employer and employee. He asked if this

could inspire confidence. Somewhere a beginning has to be made, he said; it can be made only by individual teachers who had faith in themselves, in their vocation and in the future of the students.

KERALA

Silver Jubilee Celebrations

The role of a university should be to help students to "think deeply, feel nobly and do rightly", said President Dr. Radhakrishnan inaugurating the Silver Jubilee celebrations of the Kerala University on September 30, 1963.

The President emphasised that universities were the means by which the traditions of a country—intellectual, artistic, ethical and technical—were transmitted from one generation to another.

Dr. C. P. Ramaswami Aiyar, who delivered the Silver Jubilee address, said that a university would fail in its objectives if it did not give a wise choice of intellectual interests outside the immediate courses of studies or if it ignored the craving of the human spirit for the solace afforded by poetry, drama and music and the beauty of colour and form. Fullness of academic life was an indispensable condition of culture, he added.

MADRAS

The New India Publications, Mylapore, Madras, have created a public education fund under the name of the "New India National Education Trust". Declaration to this effect has been made on the 13th April, 1963 by all the partners of the New India Publications. Through educational tours of an all-India nature the Trust, it is hoped, will help to develop territorial integrity of the country and to lay proper emphasis on the common heritage and culture of the country. One of the primary aims of the Trust is therefore, to make available to the departments of public instruction, grants to be given to the primary schools which agree to undertake jointly all-India educational tours. However, the States whose Governments have prescribed the children's books of the New India Publications will be entitled to such grants.

The Trust has been started with an initial capital of Rs. 500 to which the New India Publications would be adding every year not less than 1/4th of the net profit.

MAHARASHTRA

Institute of Tropical Meteorology at Poona

The World Meteorological Organization and the United Nations have agreed to assist the Indian Government in setting up an Institute of Tropical Meteorology at Poona.

The Institute will carry out research on tropical and sub-tropical meteorological phenomena such as monsoons, forecasting of tropical cyclones, flood forecasting and instrument techniques for surface and upper atmospheric observations.

A total of $873,500 is being made available for the project from the United Nations Special Fund, to be administered through the World Meteorological Organization, as the executing agency, over a 3-year period. The Indian Government is expected to spend an equivalent sum to pay for the building, furniture, equipment and supplies, operating expenses and staff during the same period.

The Special Fund allocation will be used to pay for the services of international experts who will work at the Institute during the first three years, to finance seven fellowships of one-year duration to enable Indian meteorologists to study abroad, and to buy essential meteorological equipment.

(*Unesco Features*)

MADHYA PRADESH

Scholarships

Centrally sponsored scheme for the award of scholarships to the students of higher secondary schools studying Sanskrit

has been accepted by the Madhya Pradesh Government. The students who have secured good second class marks in the examination in class VIII in Sanskrit are eligible for the award of scholarships of Rs. 10. The scholarships are tenable for three years for students who maintain the required standard in succeeding classes. 50 scholarships will be disbursed under this scheme.

Facilities to the Children of Goldsmiths

The children of such goldsmiths whose income has declined below Rs. 100 per month after the enforcement of Gold Control Rules, are to be admitted in all Government and aided non-government institutions without charging fees at all stages of education including engineering colleges and polytechnics.

Elementary Education

The Government decided that 11 Basic training institutions for men situated in Bilaspur, Durg, Balaghat, Hoshangabad, Narsimhapur, Shahdol, Panna, Gwalior, Ratlam and Sehore districts may be converted into Basic training institutions for women from this school session. Vidya Vinodini passed candidates with advance English have been declared eligible for admission in Basic training institutions.

MYSORE

Investigation into the Basic Vocabulary of Elementary School Children of Standards I to VII

The object of this survey is to arrive at a list of basic words which can be used as the basis of all reading programmes and production of reading material for primary school children in the State of Mysore. A preliminary test of words was conducted on the basis of five lists. Preliminary word lists were prepared taking into consideration the interests, usages, and mental development of children. About 6,000 words have been collected and these were printed in the form of booklets. These word lists noted by teachers will be consolidated at District, Division and State levels and a final list of four to five thousand will be arrived at. A sum of Rs. 15,000 has been sanctioned for this project by the National Council of Educational Research and Training, Delhi, and the time limit given is six months. This project commenced on 16th August, 1963 and is expected to be completed by 15th February, 1964.

Programme of Nationalisation of Textbooks

The policy of nationalisation of textbooks accepted by Government, stage by stage between the years 1958-59 and 1962-63, has progressed further with the taking up of the project of production of 107 textbooks for primary and secondary standards, programmed to be brought out during 1963-64 for being prescribed as textbooks for 1964-65.

Free Supply of Language Textbooks to Needy Children of Primary and Secondary Standards

With the introduction of free and compulsory education for all children between the ages of 6 and 11, free supply of textbooks to needy children has become imminent. From a sample survey conducted by the State Educational Research Bureau, it has been found that 40 per cent of children of 1st Standard do not possess language textbooks and the percentage of children not possessing language books in other Standards varies from 10 to 30 per cent. In view of this position it is proposed to distribute eight lakh copies of nationalised language textbooks in Kannada, Tamil, Telugu, Hindi, Marathi, and Urdu for I to VII Standards. These books will be kept in the book banks for the benefit of the needy pupils.

It has also been arranged to give 40,000 free copies of Hindi Pravesh I and II, prescribed for Standards VI and VII respectively, to needy children.

Distribution of Children's Books

In order to encourage children at the primary standards to read extra books to

develop their reading abilities, it was decided to print and distribute 25,000 sets of three children's books, 'Makkala Muthu', 'Makkala Mallige', and 'Makkala Nataka'. The cost on this project comes to Rs. 75,000.

Free Distribution of Departmental Books to the Book Banks in Secondary Schools

Even at Secondary Standards a good number of students do not possess textbooks due to poverty as surveyed by the Educational Research Bureau. To assist such students it is proposed to keep some books in book banks.

PUNJAB

Lajpat Rai Chair

The Senate of Panjab University decided to establish a chair in the memory of Lala Lajpat Rai at the time of his birth centenary. It will be called the Lajpat Rai Professor of Political Science. For this purpose, it also decided to raise a sum of about Rs. 5 lakhs through donations and grants from the Central and State Governments and the University Grants Commission.

PONDICHERRY

A high school has started functioning with necessary staff from July, 1963. Orders for the supply of furniture and equipment have been placed. The site required for the construction of a pucca building for the school has been received as gift. Necessary furniture and equipment for all the six new divisions opened in six high schools during 1963-64 are being supplied.

Out of the two diversified courses in secretarial subjects sanctioned for the year 1963-64, one has already been started in one of the existing high schools. Additional building to accommodate this course has been sanctioned by the Government. The agricultural and engineering courses opened during the first two years of the Third Plan are functioning satisfactorily.

WEST BENGAL

Elementary Education

To provide for free and compulsory primary education in the Municipal areas in West Bengal, a new Bill called the "West Bengal Urban Primary Education Bill, 1963" was introduced in the West Bengal Legislative Assembly in its session commencing July, 1963.

FOREIGN SCENE

CORRESPONDENCE EDUCATION IN AUSTRALIA

Education by correspondence in Australia began over fifty years ago when pupil teachers being trained under a system then in operation were offered a form of secondary education by post. The method was soon to be applied more generally to primary and secondary education and by 1922 each State had established a primary correspondence school. The development and success of primary courses created a further demand for post-primary courses which led to the gradual extension of correspondence education into the secondary field. Today the facilities for education by correspondence cover a full range of primary and secondary studies and extend as well into the technical and university fields.

Technical and vocational education by correspondence has been available since 1910, but the impetus to its further development came through the demand for correspondence education for members of the armed forces, and, later, through the rehabilitation programme for ex-servicemen following World War II.

The services provided by government agencies in Australia in primary, secondary and technical education, are discussed below.

In each State the arrangements made to provide correspondence tuition at primary, secondary, and technical levels follow a similar pattern. The following general description is, therefore, based on practices commonly found and allowance should be made for minor differences in some States.

Primary and Secondary Education

Enrolment

In all States enrolment at primary and secondary correspondence school is usually restricted to children who cannot attend ordinary schools. Through correspondence schools education is provided for children who are living in areas remote from schools and for handicapped children who are unable to attend ordinary, hospital or special schools. In some cases, tuition is also available to children in hospital and special schools, and to children in ordinary schools, especially in country areas, who may be unable to study certain subjects, owing to shortage of staff or to time table difficulties. Enrolments for short periods are also accepted from pupils at ordinary schools, who, owing to temporary ill-health, or other reasons, cannot receive normal tuition. Certain groups of adults, such as prisoners and disabled persons, can receive education in this way.

Australian correspondence schools also enrol Australian children temporarily living overseas, and occasionally children of other countries when normal school facilities are not readily available to them. The correspondence schools have had enrolments from a number of countries, including Malaya, Borneo, New Hebrides, Ceylon, India, Nauru, Fiji, Hong Kong, New Guinea, East Africa and Japan.

Fees

No fees are charged to children living in Australia for primary correspondence courses. Postage on exercises and books is paid both ways by the school, except that when air mail postage is involved, some part of the cost may have to be met by parents. Pencils, paper and other stationery are supplied to pupils, whilst reading material and textbooks are sometimes supplied, or issued on loan for the duration of the course. At the secondary level, in some States, fees are charged for tuition but stationery and other requisites may be supplied.

Usually a charge is made for postage to overseas students other than Australians.

Courses

In most States primary correspondence courses cover the full range of the primary curriculum and every effort is made to keep the course as close as possible to that followed by children attending ordinary schools. Pupils are required, therefore, to take courses in social studies, English and arithmetic, elementary science (which often involves practical work) and craft work.

The range of secondary courses differs from State to State. In all six States, courses suited to particular examination requirements are provided for all years of the secondary school in English, Latin, French, Modern History, Geography and Mathematics. Additional subjects available vary from State to State.

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Technical Education

Technical correspondence schools in all States are separate establishments from the primary and secondary correspondence schools. They provide courses for students beyond the school leaving age, including preparation for public and matriculation examinations at the secondary level.

Enrolment

Technical correspondence schools provide tuition for very large numbers of stu-

dents. Enrolments include students in isolated areas and others who for varying reasons cannot attend a technical college and receive tuition in a selected course, including shift workers, rehabilitation scheme students, prisoners, members of the armed forces, the physically handicapped, and teachers in convents. Because the needs of individual students vary greatly, courses can often be taken up at the student's convenience, and not necessarily at the beginning of an academic year.

Fees

All technical correspondence schools except those in Queensland charge small fees for their courses and the student must pay return postage and provide his own stationery and equipment, unless he is attending an intensive course of practical instruction, at which equipment is provided.

Courses

Technical correspondence schools in all States offer an extensive range of courses. These cover the fields of Art, Journalism, Domestic Science, Commercial Courses, Accountancy, Handicrafts and Rural subjects such as Animal Husbandry, Farm Mechanics and Agriculture. There is also a wide range of trade and apprenticeship courses and special courses to meet the requirements of various qualifying examinations.

THE PATTERN OF INSTRUCTION

(This section relates mainly to the organisation associated with primary and secondary education, although the assignment method is common to correspondence teaching at all levels).

The Assignment

Each subject, in each grade or class, is divided carefully into a number of items or topics and each of these is presented to the pupil in the form of self-contained units of work. Each of these assignments contains new material to be learnt by the pupil, worked examples, examples for practice and exercises. The practice examples are corrected by home supervisors (in the case of young pupils) from keys supplied, then the exercises are done under supervision and returned to the correspondence school. Test sets are also used for revision, for consolidation of previous work and for grading.

The assignments are issued either as lesson sheets or booklets and may be typed, duplicated or printed.

Continual revision is carried out by the staff of correspondence schools in order to keep the courses in line with the modifications made to the ordinary school curriculum. In addition to the normal lessons, supplementary leaflets on current affairs are forwarded regularly to correspondence pupils to help provide them with some of the broader educational background acquired by pupils normally attending school.

Promotion to a higher grade of work usually occurs on completion of the work of a particular grade, so that the normal system of promotion at the beginning of a school year does not apply. In some States promotion is made at any time during the year, in others at the end of a term. At the secondary level promotions may be made in one subject at a time.

Home Supervision

The work of the home supervisor is one of the most important factors in successful correspondence education at the primary and lower secondary levels. Generally this role is taken by the mother of the family, who tries to set aside time from her ordinary duties to give the necessary advice, assistance and supervision, and to correct the child's work. The need for close supervision is particularly important at the lower primary level when the pupil requires almost full-time attention. At higher levels a certain degree of supervision is necessary to ensure that study is regular.

The home supervisor must see that worked papers are forwarded to the school

in time, a task which is particularly important in areas where mails are infrequent. To assist the home supervisor, all State Education Departments issue instructions and suggestions when correspondence courses are begun.

In Western Australia there are several itinerant teachers who make brief annual visits to the homes of all correspondence children in the North-West and West Kimberley districts. These teachers carry library books, film strip projectors, testing and craft material and lesson papers, and advise the children and their supervisors on various aspects of their work.

Home supervision is often not available to upper secondary school pupils and pupils taking courses from the technical correspondence schools, but these students are usually more mature and do not require so much supervision as at the primary and lower secondary stage. A later section refers to facilities for practical instruction.

Teaching Staff

Correspondence schools are staffed by certificated teachers who have completed the normal course of teacher training and have had wide classroom experience. There is no form of specialist training apart from in-service training, but consideration is given to the aptitude of the teacher for correspondence school work.

The duties of the teaching staff include the preparation of lesson material, and despatching, correcting and returning assignments. The teacher must correct the work in detail, add appropriate comments and advice, and also keep a record of each assignment which is sent out. If the work is not returned and no explanation is received, inquiries are made. As in an ordinary school, each child has a personal history card on which records of progress, the number and extent of "absences" and details of any physical, mental or environmental disabilities are entered.

In some States each correspondence teacher has charge of one grade higher each year, meaning that a group of children will have the same teacher for several years. There is thus a continuity of instruction and working methods, and the pupils have time to develop a confidence in their teachers, an important factor when pupils and teachers do not have direct personal contact. In other States teachers are given a class of pupils who are promoted in the normal way, when the work of the grade is completed. In secondary grades ordinary subject groups and methods apply.

RELATED EDUCATIONAL ACTIVITIES

Broadcasting

The Australian Broadcasting Commission transmits a variety of broadcasts for school children covering nationwide programmes, such as 'Health and Hygiene' and 'The World We Live In' and State-wide programmes designed to meet the curriculum needs of the State of origin. The Commission attempts to provide a wide range of broadcasts which will be useful to all types and levels of students.

In addition, each State has a programme specially prepared and given by teachers from the correspondence schools for correspondence students, the sessions being designed to provide material supplementary to the correspondence lessons, to give advice to home supervisors and to strengthen the personal relationship between teachers, pupils and supervisors.

One of the most important aids of the education of correspondence pupils are the various Schools of the Air, which operate over the radio transmitter-receivers known as transceivers—which were originally developed for the Flying Doctor Service and have a range of several hundred miles.

The transceivers make it possible for individual children to ask and answer questions and for a whole class, spread over hundreds of square miles to participate in plays and singing lessons.

Practical Instruction

In upper primary and secondary classes as well as in apprenticeship training, practical work has become an integral part of the curriculum. In some States mobile workshops mounted on railway cars are used to bring facilities for practical work to correspondence pupils and to pupils in small schools.

Mobile workshops have a large range of equipment such as lathes, shaping, drilling and grinding machines, farm machinery, the latest type of automatic testing equipment, electric and oxy-acetylene welding apparatus, sheet metal work benches, blacksmithing anvil and forge, 16 mm. sound projectors and filmstrip projectors. The workshop cars are usually shunted on to a siding and an intensive course of training is undertaken by the students in the locality.

Some technical correspondence schools, on the other hand, bring students to the nearest fully-equipped technical school or college, where they undergo an intensive course, or arrange regular tutorial groups, where this is possible.

Libraries

To help with study and to provide a wider cultural background, the Public Libraries of Australia have brought library services to rural children through their country lending services and by means of the 'box' system of group lending. Larger country schools which have their own libraries often make books available to correspondence students in their district.

Clubs

Each correspondence school has extra-curricular activities comparable with those of an ordinary school. Participation in the Junior Red Cross Circle, Bird and Tree Lovers Clubs, Camera Clubs, Lone Scout and Lone Guide organisations are a valuable part of the educational process. Students are encouraged to participate in the Correspondence Sunday School Movement.

Magazines

Information about these extra-curricular activities is found in the magazines which some of the correspondence schools issue. The major part of each magazine, however, contains short paragraphs, verses, sketches and photographs of interest to the children and in addition gives personal news of past and present students.

*

SOCIOLOGISTS DISCUSS PARTY SYSTEMS IN A CHANGING WORLD

Sociologists from twelve countries met during the last week of August in Tampere, Finland, to discuss the role of political parties in a changing society.

The meeting, convened under Unesco auspices, had as its central theme "Parties and party systems in the process of economic growth". Changes in structure and functions, and the political importance of parties in the developed and developing countries were likewise discussed.

One of the basic objectives of the Conference was to work out a long-term programme of comparative cross-national research in the field.

(Unesco Features)

*

COSTA RICA RATIFIES CONVENTION AGAINST EDUCATIONAL DISCRIMINATION

Costa Rica has just ratified the Unesco Convention Against Discrimination in Education. Under the terms of the Convention, which came into force on May 22, 1962, States undertake to abrogate any statutory provisions and administrative instructions which involve discrimination, and to give foreign residents the same access to education as that given to their own nationals.

The Convention has already been ratified by seventeen countries.

(Unesco Features)

*

OPERATION SELF-HELP IN NYASALAND

In some countries manual work is considered degrading.

In Nyasaland, however, men, women and even children—regardless of their social status or their occupation—are giving some of their free time to build their country.

For the past two years, the Government has been urging citizens to take local improvements into their own hands and to work hard. This appeal for self-help has not gone unheard.

The teachers of Nyasaland are also taking their share in the self-help movement. With the aid of a British expert sent by Unesco, they are producing new textbooks adapted to the needs of the country. The expert, Mr. W. A. B. Goodwin, has also organized a training programme for teachers to introduce English in the first year of primary school. The programme started at the beginning of 1963, and throughout Nyasaland oral English is now being taught in the first year in all schools. Reading and writing will be introduced in the second year.

(*Unesco Features*)

*

"Language" Camps for Polish Schoolboys

Polish schoolboys were able to improve their knowledge of French, English or Russian last summer at special camps organised by the Polish Unesco Commission.

The British, French and Russian National Commissions for Unesco had sent teachers to these camps to broaden the youngsters' working knowledge of the languages and to teach them about the country's history, culture and current problems.

(*Unesco Features*)

*

Honduras Students to take Part in Literacy Campaign

Students in Honduras will be called upon to take a leading role in the nation-wide literacy campaign which will start shortly.

The National Federation of Students is organizing a seminar at Tegucigalpa to train them in new teaching methods. The Co-ordinating Secretariat of National Unions of Students is helping to finance and organize the seminar.

The United States National Students' Association and the Committee for World University Service, for their part, are gathering funds to send teaching material to the Students' Unions of Chile and Bolivia, where literacy campaigns are also under way.

(*Unesco Features*)

WCOTP Study Meeting

A Study Meeting organised by the World Conference of Organisations of Teaching Profession was held in New Delhi in May-June, 1963. A summary of the proceedings of the meeting is as follows :

The meeting of experts from the countries of this region—Asia, Australia and New Zealand—considered the documents relating to the status of the teaching profession. It appreciated the general trend in these countries to enhance the status of the teaching profession. The experts also considered the various measures that may be adopted in order to raise the status of the teaching profession.

Believing that status implies high academic ability, professional competence, a standard of living high enough to attract to the teaching profession the best talent, conditions of service ensuring opportunities for further advancement at the academic and the professional levels, recognition of the importance of education by the society and the Government and a sense of devotion and dedication with pride in the members of the teaching profession, the experts recommend the following to member organisations.

It is of great importance that we should aim at the highest level of competency for entry into the teaching profession. Teachers in primary and secondary schools should have the same basic qualifications. Teaching is one profession regardless of the subject or school level, and each level is equally important; therefore, the preparation of teachers should be alike.

In countries where this is not possible, the minimum qualification for teaching in a

primary school should be a successful completion of a course in secondary education followed by at least two years of professional education. For teaching in secondary schools the qualification should be a university degree followed by at least one year of professional education or successful completion of secondary education followed by an integrated course of general and professional education which leads to a university degree or its equivalent.

A broad general education followed by specialized training is one of the requirements of any profession. Hence we believe that the period of teacher education should be extended as quickly as possible so as to raise the academic and professional standards of teachers.

The modern world is dynamic with change and challenge and facilities must be provided to enable the teachers to give comparable services. To this end there should be a continuous programme of in-service education on a voluntary basis with suitable incentives by way of acknowledgements and rewards. In-service education could be taken in conjunction with a college or a university to enable a teacher to improve his academic qualifications.

Economic status of teachers comprises the conditions of service, such as the salary scale or scales, security of tenure, probation, promotion, allowance, and such benefits as retirement programmes, leave, insurance, health insurance, housing, free education for the children of teachers and other similar benefits.

The economic status of teachers should be such as to provide teachers with a standard of living adequate to permit them to devote themselves exclusively to their profession. It is the responsibility of every teacher and teacher organisation to seek to acquire improved economic status for the profession through the acquisition of the following:

1. Salary structure, which are based upon sound criteria such as, academic and professional qualifications, teaching experience, professional growth through in-service education, administrative and additional responsibilities and the need of compensation for service in isolated area; which permit no discrimination on the basis of employing agencies, level of school, subject taught, creed, race, sex, marital status, religious or political affiliations; which are high enough to attract and to retain a highly qualified, career minded, professional staff and commensurate with salaries of other professions with equivalent education whose responsibilities are of comparable importance;
2. a knowledge of the economic facts of each country based upon independent research to establish the economic ability of the government to support education and similar knowledge necessary to develop full programmes of negotiation for salaries and other economic benefits;
3. the development of salary negotiation machinery in which teachers have a voice with each authority in-charge of a sector of education and the right of participation by teacher representatives in national economic planning where educational investment is discussed;
4. and the expansion of profession organizational activities into such areas of teacher economic welfare as the establishment of cooperative societies for credit and the promotion of programmes for the mutual benefit of teachers.

We believe that teachers, as individuals and citizens, should have full political rights, (including the right of joining political parties)* but teachers' organisations should be non-political and should not allow themselves to be subject to the control of any political party.

A teacher should have the right to stand for election to local and municipal bodies.

*The representatives of Philippines and India voted against this phrase which has been included in the parenthesis.

or to his national assembly without prejudice to his professional rights. A teacher elected to such an office should be granted leave commensurate with his responsibilities.

Teachers' organisations should be adequately represented on educational bodies set up by Government on local, national and international levels.

In order to raise the prestige of the teaching profession on the national level there is a strong obligation on the part of teachers to lead and to participate actively in matters of importance to the community, to State and the nation.

Special awards should be given to teachers for meritorious services in the cause of education and also for excellence in teaching.

The Teachers' Organisation must be strong and unified and its interests must include not only the interests of its members, but also those of the community at large.

It is urged that teachers and teachers' organisations concern themselves with improving educational programme adapting them to the changing scene.

With the object of having these recommendations adopted at an early date, this meeting of experts requests the executive of WCOTP to take appropriate action to bring them to the attention of the following :

Member organisations in this region

National Governments

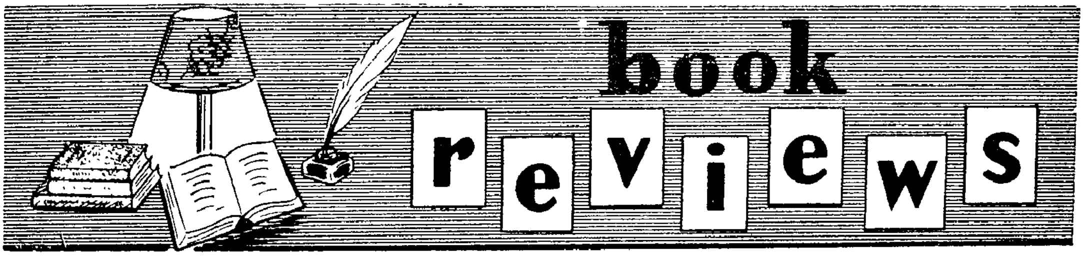
Appropriate international organisations such as the U.N., Unesco, etc.

*

Skopje Students Found Places in British Universities

Thirty-one students from the earthquake-devastated town of Skopje, in Yugoslavia, are being accommodated in British universities for a year so that they can continue their studies.

The students, 11 men and 20 women, have been awarded scholarships by the British Council. All will study English language and literature.



Theories of Education, by John P. Wynne; published by Harper & Row, New York; pages 521; price $ 6.50

It has been said that everything worthwhile that can be said about education has already been said by someone. Any new statement about the philosophy of education or the theory on which educational practice may be based is likely to be in large measure a fresh adaptation of one or more ideas that have already been expressed. But educational philosophy is a perennially interesting subject. While human nature may be said to be more or less an unchanging constant factor in relation to education, the social and cultural environment in which educational practice has to be carried out changes. It is therefore necessary constantly to rethink the principles on which any society bases its educational practice.

Quite frequently it happens that, when leaders in public life and educators put forth fresh views regarding education, they are consciously or unconsciously reproducing or rearranging the thoughts of other people from the past. It is useful in such a situation to have a carefully documented account of the various theories that have been propounded. An attempt to distinguish different views and programmes of education from one another leads to a careful sifting and analysis of theories and methods.

Dr. Waynne's book on the **Theories of Education** provides just such an analysis. He has grouped under twelve headings various theories which have received prominence in recent history, and under each of these headings he has attempted to indicate the philosophical foundations, the implications and applications of the theory in particular cultural conditions. The list of these chapter headings will indicate the scope of Dr. Wynne's book and the extent of its coverage:

1. The Formal-Discipline Theory
2. The Natural Perfection Theory
3. The Apperception Theory
4. The Habit-Tendency Theory
5. The Human-Wants Theory
6. The Universal-Growth Theory
7. The Later Experimentalist Theories
8. The Spiritual-Self-Realization Theory
9. The Supernatural-Development Theory
10. The Great Classics Theories
11. The Social-Self-Realization Theory
12. The Basic-Subjects Theories

A book of this kind will prove of great benefit to the student of pedagogy and also to the educational administrator. Not only do we have here a wealth of information, but also the means of distinguishing between theories that are often confused together. Dr. Wynne limits his own comments on these theories to the very minimum and refrains from indicating in any marked way his own preferences. It is left

to the reader to judge for himself which theory or theories would be most relevant and practicable in his own situation.

A compendium of this kind is always in danger of being misused by being turned into a textbook by students of education, and the names of the various theories as given in the book becoming part of the jargon of pedagogical institutions. This is something to be avoided. The proper use of the book would be to turn to it as a basic reference work and to examine more deeply the writings and utterances of the chief exponents of the various theories discussed in it.

The book is confined to educational thought in the western world. The philosophies and methods of education that have prevailed in the eastern world do not find even a passing mention. This is perhaps an unavoidable limitation in the book, and Indian and other eastern readers may find the book a stimulus to inquiry into the ideas and ideals that have influenced educational practice and experimentation in their own societies.

This book must find a place in every university and college library and will undoubtedly be much in use in institutes of education.

SAMUEL MATHAI

Understanding Shakespeare by E. F. C. Ludowyk; published by Cambridge University Press; pages 266.

Professor Ludowyk, Professor Emeritus of English in the University of Ceylon, in the preface to this volume says, "It is not easy to claim to understand anything at all. But there is a sense in which Shakespeare can be understood, even by schoolboys whose native language is not English but who have been studying it at school."

True. But schoolboys need aids to understand their texts and they need so particularly in understanding Shakespeare. And today thanks to the shift in the emphasis, and English occupying a secondary if not a tertiary place in our curriculum, not only the schoolboys but the college and the university boys need plenty of aids to understand Shakespeare. It is not only in our country, but perhaps all over the world, the old emphasis on literature to be studied as literature is declining. Perhaps there is greater emphasis on criticism, and linguistics, and, criticism is trying its best to fall with the scientific methodology of today. Perhaps it is necessary but one may wonder if it is not a bit overdone. These laboratory techniques may tell much but one wonders again if it helps us to understand the finer nuances of a language and those subtler and deeper notes of feeling fused with thought which is the essence of literature. Can our laboratory techniques analyse finally the beauty of lines like :—

"We are such stuff
As dreams are made on; and
our little life
Is rounded with a sleep".

Perhaps in the last analysis literature remains, shall we say, something more than the mere cataloguing of sensations, or even more than catching hold of a word or a phrase and imagining it to be the key to the author's heart ! At best these—the words and phrases—are the road signs but the winding road, the expanse of the landscape, the play of light and shade and the murmur of the woods remain as illusive as ever. But to arrive at the central truth, aids are necessary—and particularly so in the case of great works of art.

Prof. Ludowyk's book is such an aid. Within the short compass of about 260 pages the book sets out to explain Shakespeare to the student. Without being pretentious it does so. The book has been divided into three sections. The first 82 pages are devoted to the background divided into six subsections viz., (1) The man Shakespeare (2) The Elizabethan age (3) The Elizabethan world (4) The Elizabethan stage (5) Shakespeare's audience (6) How Shakespeare wrote.

The author has the happy knack of saying much in the course of a few telling sentences. For instance speaking of the Elizabethan actor and the part played by gesture in Elizabethan acting, he says, "Those who know formal dance modes, like ballet and the Indian Bharat Natyam, will know how expressive gesture can be, and how carefully it is differentiated, and how the test of the performer is in his execution of the conventional mode. When in Bharat Natyam the dancer places her fingers in a certain position we know at once what she intends to convey; so on the Elizabethan stage the player would reveal his mood, not only by the tones of his voice and the delivery of his words, but also by the gesture suited to it". (page 48) He concludes the topic by pointing out that "Action gesture and facial expression on the Elizabethan stage were much more likely to have been formal and conventional than naturalistic." (page 50)

The author has not only taught Shakespeare but has contemplated on the various aspects of the poet's genius. Rightly he remarks "If some of the hints offered here act as signposts, we go on more resolutely to take up the major task of examining what Shakespeare wrote and understanding what a Shakespearean play is. We shall miss both if we neglect Shakespeare's words and concern ourselves with what all the experts have said." No truer words of warning could have been given to the student of Shakespeare.

The second part of the book takes up six plays for detailed analysis. One may feel however, that the choice has been made for probably certain considerations and except for Macbeth none of the major tragedies has been included and what is more not a single romance play is touched. It is a singular omission indeed. The plays have been analysed with care and should prove very useful to the students.

The third part takes up very briefly certain useful topics viz. "Some Terms explained" where words like Quarto and Folio are explained for the benefit of the young student. "Shakespeare's Sources" takes up only the six plays discussed in the text. A very short bibliography at the end should prove helpful to the student.

A very helpful book for the student at the college stage and a book which may be read with profit even by scholars of Shakespeare.

R. N. DEB

Craft in Education by H. R. Bhatia; published by Asia Publishing House, Bombay; pages 195.

Professor Bhatia has put forth a strong plea for greater emphasis on the inclusion of handicrafts in education against the hitherto exclusive emphasis on intellect. He commences his arguments with facts of human history when the hand "the mind's only perfect vassal" enabled man to rise above the rest of the animal kingdom and helped him to obtain greater control over his environment, make superior adjustments and thus paved the way for his future development and progress. He maintains that hands play an important part in our early education, that "man is not a vocal and tool-using animal because he has the right kind of brain; he has the right kind of brain because he has the flexible vocal organs and a flexible hand". Without human hands the complicated plans which the brain conceives could not have been carried out. To aid his efforts, early man discovered tools. "Thus the history of man's journey from savagery to civilization is written in the development of his tools". Since education is regarded as one of the important agencies for remedying all our ills and schools must undertake what other institutions like the home, the community, the market fail to do, the recent introduction of craftwork in education is one step towards providing a more complete education combining the harmonious development of hand and head, of knowing and doing.

The case for craft teaching in the higher stages has been built upon psychological data gleaned from eminent psychologists such as Dewey, **Nunn, Dumville, Stout,** and Montessori. It is shown that education in, and through crafts, will give useful knowledge acquired in close connection with concrete situations in manual skill. Offering opportunities for creative adventure and achievement, will provide an outlet for the emotional urges of the young as well as allow growth and development of some of the major instincts of children.

Education is a social enterprise even though this fact has not been adequately realised in India. The nature, conditions and needs of changing society determine the character of education with which the individual should be provided. The effect of industrialisation on India has brought about a shift of population from the village to the town resulting in giving an urban tilt to the aim and content of education. Mahatma Gandhi's "plan to impart primary education through the medium of village handicrafts will provide a healthy and moral basis of relationship between the city and the village". The Wardha Scheme also aimed at providing education for 90% of the population living in villages and this it could not do except by devising a scheme which will react upon our economic life. Prof. Bhatia pleads for the emphasis on agriculture as a subject for teaching as a craft. He urges that living standards of the country will be set by 70 per cent of the population living in rural areas. The need of the hour is to make the younger generation land-minded and turn them back to the village and the farm. He urges the establishment of agricultural schools in rural areas for both boys and girls as the latter also share the work of farming before and after marriage.

Continuing the case for emphasis on craftwork the author shows that craftwork provides integration of personality. The ideal of 3 R's gives place to the 3 H's—head, hand and heart. The major goal in education becomes personality development. The learning process and content have shifted their emphasis. Curriculum must be revised according to life situations and should be adjusted to environmental needs. In an integrated curriculum all study and learning centres round some unit of work, project, activity or interest. Science and mathematics and social studies offer best examples of integration. The advantages of integration are detailed further in Chapter VII. In Chapter VIII the principle of correlation as it applies to teaching of craft has been illustrated fully with such craftwork as spinning. It is also pointed out that correlation does not exhaust all the knowledge to be acquired in that particular subjects as for instance arithmetic correlated to spinning.

Chapters IX, X and XI deal with the distinction between craft and art, the principles and psychology respectively of craft instruction. In Chapters IX and X the psychological justification for including craft in education has been brought out in detail. No distinction is drawn between the fine and the useful. If craftwork is regarded as a medium of instruction then one effective way of carrying children's interest in the work is to appeal to their artistic sense. Craftsmanship includes the skill to execute as well as the power to conceive. It is shown how there is co-ordination between art and craft from designing to finishing of an article.

The last two chapters dwell on the teacher and his training and administration and supervision. Discussing the teacher and his training the author raises the usual points of higher standard of educational qualification and better wages to be paid to the teachers. He gives a tentative syllabus for Basic school teachers; when defining the administrative and organisational needs of a craft centred school it is pointed out that administration in such a school should be quite democratic. A suggested timetable is drawn up for guidance of the teachers for allocation of time. The prob-

lem of whether to combine supervision with inspection in Basic schools, and place of examination or alternatives in such institutions have been illustrated by reference to Wardha Committee Reports.

This is a revised edition published in 1962 by Asia Publishing House, priced Rs. 12.50 nP. The book has been brought up-to-date in view of the changes that have taken place since it was first published in 1940. The appendices at the end of the book are stimulating reading and suggest topics for further study and research.

LEILA DA COSTA

"Language in Africa", edited by John Spencer; published by Cambridge University Press, London; pages 167; price 21 sh.

An excellent symposium arising out of the Leverhulme Conference on 'Universities and the Language Problems of Tropical Africa' has been published under the title "Language in Africa". This publication consists of papers which consider the political, social and educational aspects of language, and especially the problems of multilingualism and relations with the vernaculars. The Conference was attended by linguistic specialists delegated by all African universities north of the Republic of South Africa and south of the Sahara. The papers published in this symposium are very scholarly and of immense interest to educationists of all countries.

Africa is today moving faster into the modern world and is a vast living laboratory of social, economic and political changes. She, therefore, rightly deserves a massive research on all aspects of her educational policy. This particular publication contains papers based on research in the field of vernaculars and European languages, as they exist in Africa. These papers examine the background to Africa's situation, they explore the problems, and consider the responsibilities of the Universities in Africa towards these problems

Mr. Neveille Denny's paper on 'Languages and Education in Africa' very competently surveys complex linguistic situations as they relate to educational policy and practice in different area of Africa. An important paper which discusses some of the factors, which tend to influence minority groups gradually to abandon their own languages in favour of that of the dominant group, is included in the symposium. This is "some historical cases of language imposition" written by Mr. Brosnaham of the University College, Ibadan. Mr. Robert Armstrong in his paper "Vernacular Languages and Cultures in Modern Africa" has made out a very strong case for the vernacular languages. He points out that the vernacular languages of Africa cannot hope to compete with the major world languages as the vehicles of higher education, science and technology, or as media for international communication. They need, nevertheless, a place in education. If the individual in Africa is to have some roots in the way of life into which he is born, and within which his earliest emotional and social experiences are set, he must learn to appreciate his mother-tongue and the culture of his people.

An excellent study is made by Mr. R. F. Amonoo in "Problems of Ghanaian Lingue Franche". He recommends attention being paid to all languages: English, French and major vernaculars of Ghana if that country is to be linguistically prepared to play the part she envisages for herself in modern Africa. The complexity of the linguistic needs of a rapidly developing African State is very competently brought out in this study.

Mr. John Spencer's "Language and Independence" is a study which merits attention, particularly of Indian educationists. Temptation to quote is irresistable:

> "....the unification of the country (India) under colonialism was achieved through the medium of this language, and the struggle for independence was thus necessarily conducted by

means of it. If the imposed language gave the colonial rulers a common medium of communication with the indigenous elite, it also provided a common medium between the leaders of the nation during the struggle for independence, they often having no vernacular language in common. A glance at the documents of the Indian Congress Movement indicates this; the question of linguistic self-determination in an independent India was often discussed, but the discussions were commonly conducted in English.

"India is an instructive case, for here there were indigenous languages of culture—though not of Western Culture. But they were not chosen as the vehicle of government and education by the imperial power. It is possible to see this choice being deliberately made, in the early nineteenth century, and I think it is worth examining the decision and the reasons advanced for it.

"....after well over one hundred years, an independent India found, and still finds, its vernacular languages insufficiently developed for a good many branches of higher education; although at the level of primary and secondary education they appear to be adequate vehicles, and have been for some time .... Thus, three generations after Macaulay, and two generations before Independence, the real development of the vernaculars for the teaching of science and modern western subjects began. And many of the major vernaculars, it needs to be remembered, have a longer written and literary history than most European languages. Yet the problem of switching to the vernaculars in many academic subjects at University level is not solved today...."

In addition to these valuable papers, four Conference Reports have been published in the last chapter. These reports are also very valuable in the field of linguistic research. Any Indian educationist. who is interested in this field, will do well to make a close study of this publication, and the study will be very rewarding indeed.

D. V. NAVATHE

Teacher Education—A Reappraisal, edited by Elmer R. Smith; published by Harper and Row, New York; pages 203; price $ 4.00

This book can be usefully read not only by the teachers but more so by educational administrators and those responsible for formulating educational policies. If the thesis of this masterly volume is taken as seriously as it deserves, the result would be nothing less than a revolution in the principles and practice of American education. As J. Steele Gow, Junior Director of the Regional Commission on Educational Coordination writes : "Serious action based upon the conclusions of the conference would wreak a quiet revolution in professional education".

Early in 1960, Alvin C. Eurich, Vice-President of the Fund for the Advancement of Education, invited a group of leading educators for an eight-week workshop to make a critical appraisal of teacher education in America. The group met under Ralph W. Tyler, Director of the Centre and made an intensive probe into such issues as : Why is the shortage of teachers increasing ? Why do requirements stated in accreditation and certification differ sharply from those of teacher recruitment ? Why do so many potential learners in the school fail to learn ? The conclusions and the recommendations of the participants are documented in this volume, which consists of ten chapters or rather articles contributed on various aspects of the problem by the participating educationists. In every sense, this report is a record of the thinking of individuals, in particular individuals charged with developing programme of teacher preparation in

institutions that are committed to high standards of educational programmes.

This reappraisal of teacher education in America was prompted by public glamour of better quality in education. Answers were sought to four burning questions.

1. Is there anything of essential importance to a teacher in the way of teaching beyond knowledge of the subject he teaches ?

2. If so, what are these essentials ?

3. How best can these essentials be imported or acquired ?

4. How can you tell when a teacher possesses these essentials ?

Of course the volume here does not provide an answer to all these questions. As a matter of fact this book has produced more problems than solutions but it has all the same, presented the problems in such a manner as to indicate sound lines of approach. There was, however, firm agreement on many points.

The volume is primarily concerned with the problems of primary and secondary schools in America, but the problems posed are, to some extent, of general application and provide materials for thinking for the educationists to all over the world. Education is a bi-polar process, of which teacher is a very important pole, and unless he is adequately equipped for the profession and really interested in it, no sound education is possible. The instructional revolution now in progress is in search of ways to make the most efficient and economical use of the time, talent, and skills of our teachers with the ultimate aim of improving the quality of education for all the Nation's youth. The teaching profession can render its noblest service.

Alvin Eurich examines the way in which teachers have performed their traditional functions and suggests a thoughtful line of action for improving in their effective discharge of their responsibilities. Elmer Smith discusses specialised knowledge, and describes nine learning essentials representing the prime obligations of the school. Ralph Tyler reviews the behavioral sciences; John Walton dwells on the type of education necessary for the teacher. Judson Staflin attempts to justify the inclusion of practice as a part of the training of teachers and in the process points out the important dimensions of practice. Other chapters discuss the possible theory of teacher education in the new programme and the different roles of the teacher throughout history. They have attempted to justify and to illustrate the usefulness of certain learnings in the realm of curriculum and instruction. Robert Bush gives a critical study of a possible scheme of teacher education.

It is rare for a book to be so immediately engrossing and so full of good sense as this one.

IRENE BONIFACIUS

OUR CONTRIBUTORS

ORVAL L. ULRY
Teacher Education Adviser
U.S. Agency for International Development
New Delhi

PRABHAKAR MACHWE
Assistant Secretary
Sahitya Academy
New Delhi

(SMT.) IRAWATI KARVE
Deccan College
Poona

(KUMARI) S. SAXENA
Lecturer in Education
Women's College
Aligarh Muslim University
Aligarh

RICHARD BARTHOLOMEW
Kunika Art Centre
Indian Cooperative Union
New Delhi

SATYA NARAYAN SAHA
Chief Evaluation Officer
Directorate of Extension Programmes
for Secondary Education
N.C.E.R.T., New Delhi

S. VEDANTHAM
Education Officer (Tech.)
High Commission of India in the U.K.
London

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